DOCUMENT RESUME

ED 167 830 CE 020 370

AUTHOR Mermis, William L.; Chenault, Joann
TITLE Handbook for Professional Development in Human Services. Materials for Postsecondary Education Programs.
INSTITUTION Office of Career Education (DHEW/OE), Washington, D.C.
PUB DATE Mar 79
NOTE 211p.; Not available in hard copy due to light and broken type; For related documents see ED 109 507 and ED 130 108
AVAILABLE FROM Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Career Education; Community Development; Consultants; Crisis Therapy; *Curriculum Design; *Human Services; Mental Health; Organizational Development; Paraprofessional Personnel; Policy Formation; Postsecondary Education; Program Evaluation; Resource Guides; *Skill Development
IDENTIFIERS School to Work Transition

ABSTRACT

This handbook presents major content information that can be useful in the planning of comprehensive professional development programs and individual skill building. It presents curricular modules and professional development units being developed which represent the basic tools for the contemporary practice of both career education and human services. The introduction discusses professional development issues and draws some conclusions about them. Part 1, Career Education and Human Services: Bridging the Gap, presents several abstracts of literature in the areas of school-to-work transition and human services, along with a list of references. Part 2 presents a series of major and representative content areas which could provide the knowledge base for professional development of career education and human services professionals. Such topic areas as community mental health, public affairs, and crisis intervention are analyzed. All content areas are followed by reference lists. A concluding statement and a bibliography on career education are included. (CT)

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HANDBOOK FOR PROFESSIONAL DEVELOPMENT IN HUMAN SERVICES

Materials for Postsecondary Education Programs

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March 1979

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

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PREFACE

The authors have written this monograph to be a supplement and companion to two previous monographs commissioned by the U.S. Office of Career Education: 1) Career Education and Human Services (Chenault, 1974) and 2) The Professional Education of Human Services Personnel (Chenault & Mermis, 1976). The first monograph introduced the concept of human services to the Career Education movement, while the second one combined the two national movements from a human services perspective.

The current monograph builds upon the two previous writings in developing curricular modules and professional development units representing the basic tools for the contemporary practice of both career education and human services, as well as for their future integration. This "mutual infusion" process will have both training and programmatic implications for postsecondary personnel.

We want to express very special appreciation to Dr. Kenneth Hoyt, Director of the U. S. Office of Career Education for his encouragement and courage in supporting what we consider to be pioneering work combining human services and career education. As usual, Dr. John Lindia was both understanding and helpful in the completion of the project. Thanks are also due Ms. Vibeke Elisabeth Bettmann for her clerical assistance and to Ms. Judith Connolly who assisted us with dedication to the task. We are grateful to Dr. Joseph Scherer whose advice and interest in the final stages of the project were very helpful.

Finally, we owe a deep gratitude to our colleague, Dr. Terrence M. Rohen and the graduate human services students who were an integral part of program development at various stages of frustration and excitement.

INTRODUCTION

As the connection between education and work continues to surface in contemporary society and the need to relate this connection to all facets of life becomes apparent, the necessity for substantial change in postsecondary training of human services personnel evolves as a priority for government as well as for higher education. It is our opinion that this priority issue is rapidly taking on a sense of urgency. We believe these forces can be symbolized by the following events: the recent passage of the Career Education Incentive Act (which for the first time includes postsecondary educational demonstration projects and continues to identify various special categorical populations to be served - i.e., gifted, handicapped, women, minorities, and other groups; the nationwide network attempting to establish a National Institute for Career Education; the U.S. Department of Labor/ National Manpower Institute efforts in developing work-education councils; and Dr. Hoyt's National Miniconferences on Career Education.

This past year these miniconferences took on a special significance by identifying as their focus community-based collaboration. Various national organizations became formally involved in redefining career education from a community service perspective. As the state plans are developed across the country, their diverse involvements will become more apparent to all human service planners and practitioners.

Within this context several points seem worth making for the purpose of a general orientation to this monograph:

1. Ironically, postsecondary education has been slow to move into both career education and human services as fields of knowledge. Consequently, appropriate training has not been forthcoming in these two areas.

2. The basic process of knowledge "infusion" itself is a potential reality in at least several combinations:

   a. The principles of career education may be infused into human services as a field;

   b. The concepts of human services may be infused into career education activities;

   c. Each of the categorical content areas identified in this monograph (see Part II) may be infused into education/training programs and professional development in both career education and human services.

Professional Development Issues

In an earlier monograph (Chenault & Mermis, 1976), the authors posed five conceptual questions representing those issues that seemed to be most crucial to the development of education models for those professionals of all kinds who "do" or will be "doing" career education in the future. Of those issues and their subquestions, it could be expected that today -- three years later -- some answers would produce a reasonable degree of consensus among those professionals across the country who are responsible for career education programs and activities. For example, some consensus can be said to exist on the answer to Who "owns" career education? Most professionals would indicate that no single professional or academic field, and no single community system

(including education) "owns" the responsibility for initiating or implementing career education.

However, a number of the issues posed still leave us with unanswered questions that should be addressed in professional discussion on a nationwide basis. In order to bring these issues up-to-date in terms of national change in career education that has taken place, we propose the following revised issues as the basis of such a needed discussion.

1. How should/can the responsibility for career education be exercised?

   a. Since career education has previously "lived" within the public education system, and is now moving toward making career education a "community" responsibility, how can it be effectively integrated into other community systems? (This year's Career Education Miniconference series has provided some good answers to this question.)

   b. If it should be a part of many community systems, how can it be effectively integrated into the academic fields in higher education where professionals in community systems are trained?

   c. If career education should be a part of many fields and systems, how is it to maintain an identity across systems that will allow for influence to move into and change those systems?

   d. If career education is a part of the national human services movement, how will this integration become recognized, and more formalized by already-practicing career education professionals and by human services professionals? (How can this marriage be legitimized?)

2. Does effective career education (career education that <u>works</u>) require specialized knowledge or skills on the part of those professionals engaged in career education?

   a. If the concept of career education specialists contradicts the concept of its infusion into all fields and community systems, then how are

career education job roles and functions integrated into other roles and functions and how do the performers of those jobs learn the necessary skills and knowledge about career education?

3. What should be the general nature of education for those, across many community systems and academic fields, who "infuse" career education into their job roles and functions? Can the quality of career education be preserved without consideration of education and professional development?

   a. At what levels of training should education about career education occur?

      1) pre-service, in-service, continuing education?
      2) paraprofessional, community college programs, associate degree programs, baccalaureate, masters, doctoral, post-doctoral?

   b. If it is intended to be "infused" into all of these programs, how is duplication prevented, and how do we distinguish and choose "levels" of knowledge and skills (as, for example, between knowledge at the paraprofessional level and doctoral level)?

   c. What is the content of this "thing-to-be-infused" (career education)? How does this content become a part of other education programs nationwide? How does career education as a movement enter into a relationship with other professional and academic fields and influence their training programs? What are the essential (necessary and sufficient) content areas of knowledge and skills to enable professionals to engage in career education that works?

   d. If there is not to be professional accreditation or other controls, how can the quality of career education be assured?

4. Who should be the educators of the educators in training programs across community systems and academic fields?

   a. Faculty of one academic field of higher education? Of interdisciplinary higher education fields? Of multidisciplinary programs?

   b. Personnel of one or more community system? Of intersystems programs?

c. If the education should be delivered by one or more fields of systems, how are legitimate concerns of other systems to be taken into account?

d. If the education should be delivered by joint or collaborative programs involving many systems and fields, how will such program development occur? What models of program development will be used?

This monograph is intended to present some possible answers to the above questions. The answers, we believe, lie in the integration of two national movements: career education and human services. If both movements can operationalize some of the basic concepts which they hold in common (e.g., collaboration, integration, comprehensive services), this "collaborative" effort could help to resolve some major problems for both national efforts. At the same time it can help to demonstrate how collaboration can occur at the Federal level. Federal encouragement of cross-systems collaboration at the state and local level is more likely to produce effective results when that concept is demonstrated at the Federal level.

One conclusion that has been drawn at the Federal level in both human services and career education is that professionals are better able to deliver effective services when they have both knowledge and skills that cross community systems and professional lines. We submit that the concepts of comprehensive services and community collaboration accepted by both of these national efforts have not yet been demonstrated with respect to the

education of professionals who deliver such services. That is, both human services and career education should reflect the realization that the education of human services professionals must, itself, be "comprehensive, integrated, and collaboratively developed and implemented" in order for professionals to be competent to deliver quality services.

We propose that both the content and the nature of professional development and training must reflect the basic concepts upon which both movements rely. In order to do this, national leaders in both movements should examine their basic concepts in light of the quality education/professional development that is required to implement these concepts. This monograph presents major content information that can be useful in the planning of "comprehensive" professional development programs and individual skill building.

PART I

CAREER EDUCATION AND HUMAN SERVICES: BRIDGING THE GAP

The background for and major purposes of this monograph presented in the introduction set the stage for the selected Career Education/Human Services Abstracts in this section. One of the major constraints to the merging of career education and human services efforts on both the Federal and local levels concerns the professional information that represents both "fields". Both career education and human services are represented by a vast professional literature and the mere volume of reading that would be required in order to become well-informed in both areas is prohibitive for most professionals. The time required to gain a reasonable "expertise" is more than most busy practicing professionals can afford.

We believe this constraint should not close the possibilities for a collaborative integration of career education/human services efforts. The material abstracted in this section is intended to serve the purpose of providing professionals in each area a general overview from which to begin a collaborative discussion at both the national and local levels.

Our selection of materials is based upon the unique nature of the professional literatures in both fields. In one sense, career education has two kinds of literature: one represented by books and articles readily available to academics in universityand professional libraries, and the other represented by less accessible monographs, articles, and reports that are utilized in the "field." It is this latter, less accessible (yet more

"popularized") information that is the major source of our selection of career education materials.

Because of the obvious necessity of limiting the number of abstracts, there are, of course, many other references which represent this aspect of the career education resources. These resources are more broadly available to laypeople and community leaders in other fields whose interests transcend their special areas of work; e.g., the CBS TV documentary on American education, August, 1978 and U.S. News and World Report, February 6, 1978. The specialized literature within community-based organizations represents another source of career education information; e.g., the Education Bill of Rights of Women's American ORT, Junior Achievement's national magazine Dateline for summer, 1978, the Commander's message in The American Legion Magazine, August, 1978, the Career Education Resolution adopted at the national convention of the National Federation of Business and Professional Women's Clubs in July, 1978, "From Dreams to Reality"— a career awareness exploration project of the Girl Scouts of America, and the Boy Scouts of America statement on career education, June, 1977.

The nature of the human services literature sources required that we make a different kind of selection. This professional literature is an evolving literature in the sense that sources representing human services as an "integrated" concept across professional fields are just beginning to appear in the literature in the 1970s. For this reason,

our selection of human services sources relies upon materials that tend to come from the professional or academic journals, rather than from the kinds of sources used for career education.

These abstracts provide a starting point for both Career Education and human services professionals toward a growing awareness of the interrelationships that exist between these two national efforts. Part II moves into specific content areas that can form the basis for formal professional development programs.

CAREER EDUCATION/HUMAN SERVICES ABSTRACTS

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CAREER EDUCATION: A PROPOSAL FOR REFORM
Sidney P. Marland, Jr.
New York: McGraw-Hill, 1974

"/Career Education/ seeks both to define the concept of career education and to report on its current implementations." The author traces the historical roots of this term to present the setting for its present usage. This setting includes a discussion of the needs that required change. These revolved around the relationship of work and the human condition or more specifically work and education. Many reform ideas emerged to meet these needs and from these emerged the concept of career education.

After covering the evolution of career education, the author presents a number of career education examples and outlines the processes of reform. It is his contention that "this book is an unfinished piece of work, for career education shows promise of becoming the major reform movement of our entire educational system."

BRINGING THE WORLD OF WORK AND THE INSTITUTIONS OF EDUCATION CLOSER TOGETHER
Occasional Paper N. 28
Two Commencement Addresses at The Ohio State University by
Gerald R. Ford, August 30, 1974
Willard Wirtz, March 17, 1977
Columbus, Ohio: The Center for Vocational Education, 1977

In 1974 President Ford discussed government's interest in a closer relationship between labor and education and the students' need for a closer relationship between education and work. He said that he was asking the Secretaries of Commerce, Labor, and Health, Education, and Welfare to recommend "new ways to bring the world of work and the institutions of education closer together." In closing he asked that "[we] draw from every resource available..., seek a real partnership between the academic community and the rest of our society..., and aspire to excellence in every aspect of our national life."

Three years later in 1977, Wirtz notes that we have yet to bring about a closer relationship between education and the world of work. He suggests that in addition to looking for change in the institutions of education and the world of work, perhaps we need to consider a policy of new economics - "[one] that simply puts people in the first place instead of someplace down the line, "--" human resources economics." Central to this new economics "would be a deliberate, thorough review of what is

today's reality only because it became custom: that life is divided into three time traps - youth for education, maturity for work, and older age for denial of both of these opportunities."

TROUBLED TRANSITION FROM SCHOOL TO WORK
Ben Bardetsky
Worklife. U.S. Dept. of Labor,
Employment & Training Administration
November, 1976

The Federal Government has in a variety of ways and over a period of years attempted programs to assist students in making the transition from education to work. "A number of activities, assisted by the Federal initiative in areas of major importance, include the following:

1. Bringing education and work closer together...
2. Supporting and encouraging local collaboration through interagency programs...
3. Reviewing Federal regulations and policy...
4. Improving dissemination and utilization of occupational and career guidance information...
5. Augmenting research, demonstration, and pilot programs..."

The initiative of Federal Government is a reasonable

application of the knowledge gained in recent years, the improved understanding of youth employment problems and the strengths found in various intervention strategies. "This initiative must survive beyond the immediate crisis of high unemployment. It must keep its momentum strong until our institutions have developed and changed to deal successfully with the difficult transition from school to work."

A PRIMER FOR CAREER EDUCATION
Kenneth B. Hoyt
Washington, D.C.: U.S. Govt. Printing Office, 1977

American education has been criticized for its failure to keep pace with the changing relationship between education and work. Some critics favor the creation of alternate systems while some favor a refocusing of our current system to reflect changes in society. Hoyt suggests herein that "Career education plays a supportive and participatory role in bringing about changes in American education that reflect these changing patterns of education/work relationships." These changes are as follows:

Supportive Changes

1. FROM an assumption that says *a general education alone is the best preparation for work* TO an assumption that says *both general education and a set of specific marketable vocational skills are increasingly necessary for entry into the world of paid employment.*

2. FROM an assumption that says *youth is that period of life in which one prepares for work* TO an assumption that says *most individuals will find it increasingly necessary to combine education and work during large portions of their adult lives.*

Participatory Changes

3. FROM an assumption that says *American education has attained the goal of education as preparation for work when it has prepared school leavers to enter the world of paid employment* TO an assumption that says *the goal of education as preparation for work must include an emphasis on preparing school leavers to change with change in the world of paid employment.*

4. FROM an assumption that says *the best way to prepare youth for the world of paid employment is to lock them up in a schoolhouse and keep them away from that world* TO an assumption that says *both the world of schooling and the world of paid employment must become part of the student's real world.*

5. FROM an assumption that says *the more years one spends in school, the better equipped he/she is for work* TO an assumption that says *the optimum kind and amount of education required as preparation for work will vary widely from occupation to occupation.*

6. FROM an assumption that says *jobs choose people—people don't choose jobs* TO an assumption that says *it is important that student self understanding and understanding of the world of paid employment be emphasized in ways that allow students to have maximum control over their own destinies.*

7. FROM an assumption that says *the very best educational and occupational opportunities should be reserved for white, able-bodied males* TO an assumption that says *the full range of educational and occupational opportunities must be made available, to the greatest possible extent, to minority persons, handicapped persons, and women as well as to all others in society.*

8. FROM an assumption that says *the goal of education as preparation for work should be directed exclusively toward the world of paid employment* TO an assumption that says *the goal of education as preparation for work must include unpaid work performed in life as well as work in the world of paid employment.*

9. FROM an assumption that says *the goal of education as preparation for employment should be primarily concerned with JOBS* TO an assumption that says *education as preparation for employment should be concerned with WORK as well as with JOBS.*

Given these supportive and participatory change roles "career education can be defined as our effort aimed at refocusing American education and the actions of the broader community in ways that will help individuals acquire and utilize the knowledge, skills, and attitudes necessary for each to make work a meaningful, productive, and satisfying part of his or her way of living." Refocusing here refers to emphasizing the importance of education as preparation for work and basic to this refocusing is the concept of work as a "conscious effort,...,aimed at producing benefits for oneself and/or for oneself and others." The career educations concept requires education to be a part of the community.

The main thrust is on giving students the skills, knowledge and attitudes needed to change with change in the occupational society. These include "(a) basic academic skills, (b) decision-making, job-seeking, job-getting, and job-holding skills, and (c) good work habits and a personally meaningful set of work values. Skills, knowledge, and attitudes will be transmitted through existing curriculum as part of the regular educational

process."

The relationship of career education to community implies the need for collaboration. Viewed as a community effort career education becomes the responsibility of community as well as education.

CAREER EDUCATION: A COLLABORATIVE EFFORT
Report on Commissioner's National Conference on Career Education, Houston, Texas, November, 1976.
National Institute of Education, U.S. Office of Education, Washington, D.C.

This national, historic event was an attempt to bring "together all kinds of 'actors' in career education--teachers, counselors, administrators, business/industry personnel, representatives from organized labor, parents, students and government--for purposes of improving the expertise of each." The content of the conference is summarized in this report. It contains descriptions of some of the best currently existing career education practices, summaries of sessions on conceptual efforts and technical skills, and also conscientious attempts to summarize comments of critics. "It seems safe to say that this Report represents the most comprehensive collection of career education practices, concepts, and problems ever assembled in a single document."

1976 INTERIM REPORT OF THE NATIONAL ADVISORY COUNCIL FOR CAREER EDUCATION U.S. Office of Education. Washington, D.C.: U.S. Govt. Printing Office, 1977

Briefly this report summarizes the current status of career education, Council recommendations, and Council activities. "Many informed authorities suggest that activity and development of career education among the various educational institutions, to date, has been in (1) elementary schools, (2) middle or junior high schools, (3) high schools, (4) community colleges and (5) colleges and universities." From the current picture it is clear that "new Federal legislation is needed which (1) elevates career education in elementary and secondary schools from its present demonstration to an implementation level and (2) initiates career education model building within postsecondary educational institutions." Clearly though, career education has been on the move and its achievements many and real.

Summarized briefly the recommendations of the Council are:

"(1) That Federal legislation be enacted that advances career education for elementary and secondary school students from its current planning and demonstration stage to an implementation level...

(2) That Federal legislation be enacted that encourages postsecondary educational institutions to engage in demonstration and model building for career education...

(3) That Federal legislation be enacted that addresses the needs for career education among special populations...

(4) That educators and others continue to examine the concept of career education, its definition, purposes and implications..

(5) That educators maintain and intensify their efforts to clarify the relationships between career education and vocational education.

(6) That the Office of Education, State educational agencies and local schools intensify their efforts to make career education a collaborative undertaking involving education and the broader community...

(7) That the Office of Education, State education agencies and local school districts set aside between five and ten percent of any allocated career education funds for assessment, evaluation,

and dissemination of career education activities...

(8) That the Office of Education provide professional and supporting staff to the Office of Career Education and the National Advisory Council that enables them to function effectively.

(9) That the Office of Education provide staff and funds to the Office of Career Education to establish and implement collaborative relationships on an intra- and inter-agency basis within the Federal Government...

(10) That the position, Director, Office of Career Education, be established at the GS-17 level within the Office of Education...

(11) That the Office of Education initiate planning to conduct a second national conference for career education..."

During 1976 the Council convened six meetings and complete transcripts of these meetings are available from the Office of Education. Topics included "(1) legislative proposals, (2) national assessment of career education, (3) career education endeavors within federal agencies, (4) the Commissioner's

National Conference on Career Education and (5) activities of the Office of Education. The Council offered testimony on February 2, 1976, before the Subcommittee on Elementary, Secondary and Vocational Education, House Subcommittee on Education and Labor.

Reports of three subcommittees of the Council - Legislative Subcommittee, Subcommittee on the Clarification of Career Education Concepts, Subcommittee on Career Education Beyond Secondary Schools - are summarized in this interim report. The Council commissioned eleven reports in June 1976 to further its work, conducted a public hearing, November 9, 1976 on career education, and during the year examined "next steps" in career education.

NEXT STEPS IN CAREER EDUCATION
National Advisory Council on Career Education. U.S. Office of Education. Washington, D.C.: U.S. Govt. Printing Office, 1976

A major portion of the May, July and September 1976 Council meetings "was devoted to exploring next steps in career education." To facilitate this exploration the six papers reprinted herein were presented. Briefly, these were as follows:

"John W. Porter, Superintendent of Public Instruction, State of Michigan, probed into the nature of changes which must occur in schools, in the teaching-learning process and in assessment, evaluation and reporting before it can be said that career education has reached its goals.

Sidney P. Marland, Jr., President, College Examination Board conceived a major research and development plan for career education at the postsecondary level.

Harold Hodgkinson, Director of the National Institute of Education, explored education and work within the context of other NIE programs and submitted the specific program plans for the Education and Work Group of the NIE.

Larry J. Bailey, Professor, Occupational Education Program, Southern Illinois University, analyzed conceptual designs and problems inherent in career education theory building and validation.

Kenneth B. Hoyt, Director of Career Education, U.S. Office of Education, searched widely into many critical

areas: strengthening career education at the K-12 level, systematic evaluation, community resources, special programs, research and development, conceptualization, and postsecondary education.

Charles Heatherly, Director of Education, National Federation of Business, re-examined a large number of significant questions, particularly the relationship of career education and the liberal arts."[5]

As common themes emerged, six needs in career education became clear. "They are:

--The need for additional conceptualization and theory building;

--The need for cooperation, collaboration, and the use of community resources;

--The need for evaluation data, particularly related to pupil achievement measures;

--The need for new programmatic thrusts: comprehensiveness, solidifying current K-12 programs, extension to postsecondary education, curriculum development and infusion;

--The need for additional research and development

activities;

--The need for consideration of special portions of the population, i.e., women, minority group members, physically and mentally handicapped, the gifted and talented."

CAREER EDUCATION UPDATE
Sidney P. Marland, Jr.
Address Delivered at the Commissioner's National Conference on Career Education.
National Advisory Council for Career Education, Washington, D.C., 1976

Marland acknowledges the power represented by the conference gathering around a single idea, "career education," and noted that it is not a new idea; because from the beginning "/an/ underlying concept of civilized people's self-development /has been/ growing up to work." Over time, however, education has come to mean something that happens in school and work something that happens out of school. Career education calls for reform and says that education and work are inseparable. It asks for reform in schools and also "asks for new commitments from business, labor and industry, /and/ from governments at federal, state and local levels."

After reviewing the relationship of career education to business, labor,

industry, government, education, and the public, Marland makes a number of recommendations for reform. He closes on a positive, futuristic thought that in years to come it will again be appropriate to speak of "education" instead of "career education" because education will have changed.

THE UNFINISHED BUSINESS OF CAREER EDUCATION
Sidney P. Marland, Jr.
Today's Education: The Journal of the National Education Association. 1978, Vol. 67, No. 2

Marland discusses the relationship of work and education suggesting career education as a sensible reform to bring the two closer together. The benefits to be derived by business would be that:

"1. By collaborating, business can help develop better manpower for its operational needs.

2. Business can create a better environment for its work force and facilities by reducing unemployment, welfare, and related social evils.

3. Business can increase the ability of the consumer to buy its goods and services."

If labor seems resistent to career education, Marland suggests it may be because often labor "is /not/ part of the design and /instead/ is a victim of cooptation after the design is formulated." Example: the use of student workers at reduced or no pay to replace mature workers. But, he maintains that if labor is involved on an equal basis from the beginning, the same ends are desired - those of "sustaining /a/ body of developed labor manpower, a good living environment for the workers, a growing market for the goods and services which labor produces." Industry which is not easily separated from business and labor is already getting involved in career education. For example, General Motors has company paid career education coordinators working with schools, labor, and the community.

The involvement of government is evidenced by the strong federal legislation of recent years and most states have followed with policy statements, budgeting, encouragements, and legislation. However, laws will not reform education; "career education will not take the initiative - no matter how willing business and labor and industry may be to join hands with teachers, counselors, administrators, and boards of education." The public expects more from education than it is presently offering and there is

increased public thinking that "schools should relate education to work." Career education offers a way to bring about this reform.

In conclusion, Marland makes the following recommendations for the continued reform of education:

"(1) We must provide more systematic in-service and preservice education for teachers at all levels...

(2) The community, together with business, labor, and industry, must formulate and implement new policies and procedures. Educators must learn to give up some of their traditional territorial claims...

(3) Counselors in high schools and colleges, so central to career development, must be freed of their paper shuffling chores...

(4) As a nation, we must greatly improve our methods of forecasting manpower needs...

(5) We must move from experiment and demonstration to the installation and operation of career education...

(6) We must stop implying that career education will solve all our social problems...

(7) We must remove the obsolete laws and agreements that prevent young people from working, that limit the days or hours of school, that place unreasonable burdens of liability on businesses that offer work sites for students, that give excessive emphasis to credentialing of teachers and counselors and so prevent the use of talented volunteers.

(8) We must assess the outcomes of career education and document the evidence that where career education has been systematically installed, the academic growth of young people, including college students, increases dramatically...

(9) We must stop talking about worker alienation and get to its root, through education and through improving the work place to make work desirable and joyful...

(10) Finally, we must find the chemistry that will aggregate the enormous power for good that rests among the parts: business, labor, industry, government, education, and the concerned public and the student."

CAREER EDUCATION: YESTERDAY, TODAY, AND TOMORROW
Ed Herr
The College Board Review, 1977, No. 105

Much of this issue is devoted to career education. Topics include:

"Roots of Career Education"

"Assessing Career Skills: A New Approach"

"Career Education is Complementary to Liberal Arts Education"

"We Must Think First of the Individual Student"

"Learning for Careers and Life: Liberal Arts in the Professional Institutions"

In the article, "The Roots of Career Education," a number of federal and state career definitions are given with the concluding suggestion that it is a composite term not easily defined in a simple statement. Historically, career education has been stimulated by the "vocational aspects of education - vocational or occupational education, and vocational guidance," and then by some fundamental changes - occurring in society during the 1960's - "the democratization of opportunity, information overload and the rapidity of change, and shifts in the

occupational structure."

The Career Skills Assessment Program discussed in the article, "Assessing Career Skills: A New Approach," is designed for easy use to measure the following skill areas:

1. Self-evaluation and development skills.
2. Career awareness skills
3. Career decision-making skills
4. Employment seeking skills
5. Work effectiveness skills
6. Personal economics skills

For some educators the relationship of career education and work puts it in conflict with tradition of the liberal arts; but others "view career education as an appropriate extension or even a "partner" of the liberal arts." The three remaining articles discuss the relationship of career education to the liberal arts tradition. In the third article, the author "notes the increasing emphasis on liberal arts among professional schools as a way of preparing students for life and work.

CAREER EDUCATION: PUTTING IT TOGETHER
American Education, 1977, Vol. 13, No. 2.
U.S. Dept. of Health, Education and Welfare

Among the articles in this issue devoted to career education is one by Shirly Boes Neill, "Clearing the Air in Career Education," which summarizes the results of a conference on career education held in Houston, Texas last year where 6,000 leaders exchanged views and tried to plan for the future.

Also, featured is an article reporting an interview of Kenneth B. Hoyt, Director, Office of Career Education, U.S. Office of Education in which he gives incisive and forthright answers to some difficult questions.

To introduce the subject featured in this issue, the editor quotes from Hoyt's monograph, "Career Education for Special Populations," to clarify the definition of career education by redefining six basic words--work, career, vocation, occupation, leisure, and education and arriving at a simple straightforward definition. "Career Education consists of all those activities and experiences through which one learns about work."

CAREER EDUCATION: WHAT'S IT ALL ABOUT?
Melvin C. Fountain, (ed.)
Occupational Outlook Quarterly, Vol. 21,
No. 2, 1977

This issue of the quarterly is devoted to a discussion of career education. Kenneth B. Hoyt, Director of the Office of Career Education for the U.S. Office of Education, in an interview answers a variety of questions about the subject and in another article discusses the relationship of community resources and career education. Hoyt says that "[career] education can be described as the total effort of the formal education system and the broader community to help everyone--both youths and adults--better understand and capitalize on the changing relationships between education and work." Listing a number of national programs currently involved in career education he shows that "community resources for career education do exist and are being utilized in many ways and in many places."

Other subjects discussed in this issue on career education are titled as follows:

"Can Career Education Get Off the Ground?"

"A Checklist on Career Education and Comprehensive Placement in the Senior High School"

"Government Resources for Career Education"

"Payoffs and Payments: The Economics of a College Education"

"You're a What? Cytotechnologist"

Sidney C. High, Jr., Director of Career Education Programs, Office of Education, U.S. Department of Health, Education, and Welfare, in the article, "Can Career Education Get Off the Ground?" identifies six generally agreed upon goals of career education. They are to produce individuals who are:

"(1) competent in the basic academic skills required for adaptability in our rapidly changing society;

(2) equipped with a personally meaningful set of work values that foster in them a desire to work;

(3) equipped with career decision-making skills, job-hunting skills, and job-getting skills;

(4) equipped with specific job skills and interpersonal skills at a level that will allow them to succeed at work;

(5) equipped with a degree of self-understanding and understanding of educational-vocational opportunities sufficient for making sound career decisions; and

(6) aware of the means available to them for changing career choices and of the social and personal constraints that impinge on career alternatives."

Hoyt sees career education as having a lasting and revolutionary effect on American education because:

"(1) ...one of the basic goals of American education has always been to prepare people for work...

(2) ...career education concerns itself with the changing relationship between education and work...

(3) ...instead of asking for large amounts of new dollars for education, it seeks to mobilize existing community resources to help attain educational goals...

(4) ...career education will last because it is built on sound educational theory, principles, and research."

RALLY 'ROUND THE WORKPLACE: CONTINUITIES AND FALLACIES IN CAREER EDUCATION
W. Norton Grubb and Marvin Lazerson
Harvard Educational Review, 1975, Vol 45.

Career education is viewed by many as most promising vehicle for education reform. "It takes, as its basic premise, the contention that education does a poor job of preparing students to enter the labor force; /and/ career educators propose to change this situation by integrating work skills

into curriculum and improving job and educational counseling curricula." Grubb and Lazerson question career education as an answer to the problems it is to address. "First, [they] argue that career education is basically a reconstruction of vocational education,"...Second, [they] argue that the assumptions career educators make about education, work, and the labor market are erroneous,...[They] conclude that the ills career education proposes to solve - unemployment, underemployment, and worker dissatisfaction - are intrinsic to our economic system, and consequently that career education is a hollow, if not an invidious, reform."

A precise definition of career education has yet to emerge, but one definition "views career education as 'preparation for all meaningful and productive activity, at work or at leisure, whether paid or volunteer, as employee or employer, in private business or in the public sector, or in the family.'" Career education would have all curriculum be "job-oriented." Schools would be opened to adults, there would be concentration on elementary and secondary schools, and preparing students for the world of work. Career educators, the authors say, argue that youth are isolated from work and know it only as an abstract concept instead of being

"involved in daily work experience of their community...Young people thus neither appreciate the value of work nor the need to prepare for it and lack the motiviation commonly associated with the 'work ethic.'"

Grubb and Lazerson examine and questions the definitions, assumptions and the effectiveness of career education and conclude that "career education is not directed at resolving social problems, developing avenues of upward mobility, or making school and work more satisfying experiences; /but/ it is aimed instead at reducing expectations, limiting aspirations, and increasing commitments to the existing social structure."

SETTING THE RECORD STRAIGHT: A REPLY TO GRUBB AND LAZERSON
Kenneth B. Hoyt
Washington, D.C.: U.S. Office of Career Education, 1977

Hoyt notes that constructive criticism is essential and beneficial to the growth of a new concept, but that the criticism of Grubb and Lazerson is filled with false perceptions about career education. The purpose of Hoyt's paper is to correct these misconceptions. The basic areas of misconceptions

are "(a) differences between career education and vocational education; (b) the concept of "work" in career education; (c) career education and postsecondary education; and (d) criteria for evaluation of career education."

Grubb and Lazerson fail to distinguish between career education and vocational education as should be indicated by the following differences:

"1. Vocational education concerns itself primarily with a particular segment of students at the secondary and postsecondary, sub baccalaureate degree level; [whereas], career education concerns itself with all students at all levels of education.

2. Vocational education's primary concern is the world of paid employment; [whereas], career education is concerned about both paid employment and with unpaid work — including volunteerism, work of the homemaker, and work done as part of productive use of leisure time.

3. Vocational education places a primary substantive emphasis on specific job skills; [whereas], career

education adds to this substantive emphasis on adaptability skills required to help students cope with change.

4. Vocational education is rooted in the philosophy of vocationalism; /whereas/, career education seeks to fuse the philosophy of vocationalism with the philosophy of humanism.
5. Vocational education is carried out primarily through the teaching/learning process; /whereas/, career education seeks to fuse the teaching/learning process with the career development process.
6. Vocational education seeks to emphasize education as preparation for work, by adding new kinds of programs to the curriculum; /whereas/, career education seeks to emphasize education as preparation for work, by adding an emphasis on internal changes in the professional commitments of all educators in ways that will encourage them to infuse such an emphasis in all classrooms."

The concept of "work" in career education is criticized by Grubb and Lazerson without evidence that they understand the

definition of work as conceived by career education. Work is defined as "conscious effort, other than that involved in activities whose primary purpose is either coping or relaxation, aimed at producing benefits for oneself or for oneself and other."

Also false are several points Grubb and Lazerson make to the effect that career education discourages college attendance. Very directly the following are true points:

"1. It is true career education seeks to emphasize multiple educational opportunities available for use by students in preparing themselves for work...

2. Our concern is with helping students make reasoned educational and occupational decisions...neither attempting to encourage...nor /discourage/ attendance at liberal arts colleges...

3. In the case of four-year colleges and universities, career education seeks to emphasize the proper place education, as preparation for work, holds among the multiple goals of the institutions...

4. Career education asks no college or university to hold, as one of its basic goals, that of education as prepara-

tion for work; [but] simply ask[s] those institutions who do not value this goal to make this clear to the students who attend and to their parents.

5. For those colleges and universities who do hold education as preparation for work as one of their basic goals, we ask that a proper balance be maintained between the institution's efforts to provide students with adaptability skills through the liberal arts and with job specific skills through their preprofessional and professional programs...
6. Those colleges and universities who hold education as preparation for work as one of their goals will find many implications for change inherent in the career education concept..."

Likewise, Grubb and Lazerson make a number of false points about evaluation criteria advocated by career education. For clarification two lists are presented by Hoyt.

<u>False evaluative criteria ascribed to career education by Grubb and Lazerson</u>

1. Possession of a set of marketable job skills on the

part of every high school graduate.

2. Decrease in unemployment.
3. Preparation of students for entry level, rather than professional jobs.
4. Blunting students' drive toward college attendance.
5. Reduction in student expectations and limiting of student aspirations.

Valid evaluative criteria for career education which Grubb and Lazerson claim cannot be met

1. Reduction in likelihood of preparing students for dead-end jobs.
2. readying students for a progression of jobs.
3. Preparing students for careers rather than dead-end jobs.
4. Resolving social problems.
5. Developing avenues of upward mobility.
6. Making school and work more satisgying experiences.

The efforts of career education toward student acquisition of adaptability skills, preparation to change with society and emphasis on the individual's career are relevant to the first

three criteria. Career education does not claim potential for solving all social problems but does claim potential for positive contribution to these: "(a) the problem of productivity; (b) the problem of reduction of sex stereotyping as a deterrant to freedom of occupational choice; and (c) the problem of reduction of race bias in limiting full freedom of educational and occupational opportunities."

Emphasis on education/work relationships and lifelong learning are potentials for positive impact on upward mobility opportunities; and finally, career education's domain is that of "making school and work more satisfying experiences."

CAREER EDUCATION AND WORK EXPERIENCE EDUCATION
Kenneth B. Hoyt
The Journal of Cooperative Education
1976, Vol. XIII, No. 1

Hoyt suggests that "career education and work experience share a common goal and three basic common values. The goal . . . is an attempt to emphasize education, as preparation for work, as one of the basic functions of American education. The three basic common values . . . include: (a) a regard for the importance of work to both individuals in our society and to society itself;

(b) a regard for the need for, and the potential of, experiential learning; and (c) a regard for the need to involve the formal education system and the business-labor-industrial-professional community in a collaborative relationship in ways that will expand student learning opportunities."

The purpose of Hoyt's remarks herein is to provide a basis for work experience educators to decide the extent to which career education and work experience education relates, can relate and should relate. To accomplish this he discusses three topics--"Basic Concepts of Career Education," "The Concept of Work in Career Education," and "Implications of the Career Education Concept for Work Experience Educators." Hoyt concludes by sharing his belief "that career education and work experience education belong together."

CAREER EDUCATION: A POSITION STATEMENT OF THE COUNCIL OF CHIEF STATE SCHOOL OFFICERS
The Committee on Career Education and a Special Task Force of the Project, "Strengthening State Leadership in Career Education"
Atlanta, Georgia, November, 1975

Career education is defined "/as being/ essentially an instructional strategy, aimed at improving educational outcomes by relating teaching and learning activities to the concept of career development. /It/ encompasses educational experiences

beginning with early childhood and continuing throughout the individual's productive life."

Various groups must be involved in career education--students, parents, educators, and the community. It is a lifelong process that "offers to the educational community and to the community at large the stimulation, the emphasis, and the means to deliver educational experiences which prepare individuals for a changing and increasingly complex society."

CAREER EDUCATION: RESEARCH REPORT 1977-3
National School Boards Association, 1977

This report summarizes the substance of a series of six seminars where educational leaders considered the significance of career education. Both the advocates and the critics are given space in this report as the answers are sought to the central questions - "What is Career Education? Why attempt Career Education? How is Career Education done?" Some of

the basic concepts summarized in this report are as follows:

"(1) Career Education is a concept...

(2) Career Education is not vocational education...

(3) The implementation is a grass root effort...

(4) Among the proponents of Career Education are parent groups..., educators, and organized business...

(5) Career Education can enhance instruction in skills development.

(6) In order for Career Education to be effective in a school district the involvement of parents, business, educators, and labor is a prerequisite in planning.

(7) The implementation of Career Education can be facilitated by the early involvement and support of school board members.

(8) Career Education at the school district level requires a set of goals and purposes, that is, it should affect school board policy.

(9) Career Education has never been tightly defined...

(10) Some legal problems have been identified...

(11) Career Education places a new perspective on each department within a school..."

Major topics included in this report are:

1. "Definition: What Career Education Is and What It Is Not."

2. "Why Have Career Education"

3. "Why Not to Have Career Education"

4. "Getting Things Underway: How to Develop Programs --and People"

CAREER EDUCATION: WHAT IT IS AND WHY WE NEED IT
from the Leaders of Industry, Education, Labor, and the Professions. Chamber of Commerce of the U.S., 1977

What is career education? Leaders agreed that career education:

-- "complements the primary aim of education by pulling back the curtain that isolates much of education from one of the largest dimensions of life -- a man's or woman's work;....

-- seeks to remove the barriers between education and work ....by emphasizing preparation for work as a major goal of American education;....

-- benefits all students because they will commence work -- begin a 'career' -- at some point in their lives;....

-- expands educational and career opportunities by stimulating interest in the studies necessary to pursue various lines of work;...

-- seeks to enable all persons to make personal, informed career choices as they proceed through life;...

-- believes that learning occurs in a variety of settings, and requires relationships with the business - industry - labor - professional community to provide learning experiences not available to students in a conventional classroom environment;...

-- urges that society reappraise its value systems to help ensure the respect due all types of work, and to help make unsatisfying jobs more meaningful;....

-- recognizes...other important and proper objectives for our education system....include[5] education for integrity in human relationships, for effective home and family life, for leisure, for citizenship, for culture, and for mental and physical health;....

-- does not mean education without vigor;....

-- is the total effort of education and the community to help all individuals become familiar with the values of a well-oriented society, to integrate such values into their personal value systems, and to implement those values in their lives in such a way that work becomes possible, meaningful, and satisfying to each individual."

Why do we need career education? As the relationship between education and work comes closer in our complex economy education reform becomes a necessity. Career education offers a response to this need by dealing with the following problems:

-- "career exploration [beginning] after leaving school instead of [being part of a learning process to allow] ample time to develop areas of work interest and competence;....

-- youth unemployment is consistently four times greater than adult unemployment, and turnover is high;....

-- many students are not provided with the skill and knowledge to help them adjust to changes in job opportunities;....

-- there has steadily developed an increased emphasis on school for schooling's sake;....

-- in some schools, much of what happens in the classroom has too little to do with what is happening outside the classroom;....

-- seventy-six percent of secondary school students are enrolled in a course of study, [with its major emphasis being], preparation for college -- even though 2 out of 10 jobs between now and 1980 will require a college degree;....

-- the dropout - failure rate among college students remains the most stable of all statistics in American education."

The leaders of industry, education, labor and the professions issuing this support message about career education further note that:

> "Career education will never be implemented by individuals acting alone, but by persons acting in concert with those whom they share a common interest or responsibility."

CAREER EDUCATION AND THE BUSINESSMAN: A HANDBOOK OF ACTION SUGGESTIONS
Participants of the First National Conference on Career Education sponsored by the Chamber of Commerce of the U.S., February, 1973

Participants in the First National Conference on Career Education, sponsored by the Chamber of Commerce of the United

States were largely the nation's leading businessmen educators and labor leaders. Divided into small discussion groups, participants were to resolve 10 basic questions about the role of the business-educators-labor community in career education. Given a specific concept, its basic assumptions, and related problems, each group was to address the desirability, practical probability, and practical limitations of one concept.

The ten concepts considered were:

(1) Exchange programs between business-labor-industry personnel and school personnel,

(2) Field trips for students,

(3) Work experience for all high school students,

(4) School-industry job placement programs,

(5) Establishing occupational resource persons from the business-industry-labor community,

(6) The year-round school running 16 hours a day 6 days a week and staffed partly by business labor industrial personnel,

(7) Using retired workers as resource persons in schools to acquaint students with the world of work,

(8) That work should become more personally satisfying to the individual worker,

(9) That every student leaving school should be equipped with a marketable skill, and

(10) That every student leaving school should if he desires, be able to find work.

Each of the participant groups summarized their reactions to the concept considered in a number of "action suggestions," and it is interesting to note (1)..."that, without exception, conference participants seemed to endorse the desirability of each of /the/ concepts;...(2)... that conference participants varied greatly in their perceptions regarding the practical probabilities of implementing the concepts;...(3)...that the 'action suggestions' vary considerably in both their specificity and their level of sophistication...(4)...that, while almost all of the 'action suggestions' imply cooperative efforts between school and business-labor-industry personnel, very few suggest who should be responsible for initiating, directing, or coordinating such effort;...and (5) ... that the purpose of this /resulting/ Handbook /is/ primarily one of stimulating cooperative action on behalf of Career Education between school and business-industry-labor personnel at the state and local level.

It is hoped that the process used at the conference with business-industry-labor personnel and school personnel inter-

acting to formulate "action suggestions" will be duplicated in communities throughout the nation with local communities developing their own improved "action suggestions."

RELATING WORK AND EDUCATION
Dyckman Vermilye (ed.)
Current Issues in Higher Education
San Francisco: Jossey-Bass, 1977

Relating Work and Education "/is the/ 1977 edition of Current Issues in Higher Education, an annual publication sponsored by the American Association for Higher Education, /and it/ examines the relationship between education and work and discusses how to bring both into the service of improving the quality of contemporary life." Specialists in education, economics, and labor and generalists have contributed to this book. Their papers deal with the relationship of work and education and how they affect the lives of people. These combined efforts summarize the current trends, practices, and theories of work and education and are presented under five major areas - (1) the philosophical framework, (2) work-educa-

tion issues accenting work, (3) work-education questions emphasizing education, (4) bread and butter issues, and (5) work-education plans for the future.

CAREER EDUCATION IN COLLEGES
N. Harris and J. Grede
in Current Issues in Higher Education. San Francisco: Jossey-Bass, 1977

"Career Education in Colleges views the malaise affecting higher education as resulting from the centuries-old concept and practice that liberal education is for 'making a life,' vocational education is for 'making a living,' and 'never the twain shall meet.'" Since higher education is no longer only available to a select few, but is being pursued by over half of all youth and increasing numbers of adults, colleges are taking a new view and the concept of career education has emerged. With this concept higher education is merging liberal learning and career counseling within a framework of vocational preparation.

"[The primary concern of] this book [is] career education

in college for middle-manpower development—preparation for careers at paraprofessional, semiprofessional, technical, and very highly skilled levels." The authors maintain that middle manpower occupations will represent almost half of the labor force and that career education for most workers will occur in postsecondary institutions rather than on the job. Their book covers the background, concepts, and setting for career education in higher education; presents a cluster analysis of career programs; and makes suggestions for planning financing, governing, and administering career education programs in higher education.

THE BOUNDLESS RESOURCE: A PROSPECTUS FOR AN EDUCATION-WORK POLICY
Willard Wirtz and the National Manpower Institute. Washington, D.C.: The New Republic Book Co., 1975

"Youth for learning, maturity for earning, old age for obsolescence /are time traps examined and sharply challenged/ in The Boundless Resource." With the changing concepts of work and education and the new interest in career education an increased awareness is developing for the importance of "inter-

weaving employment and self-renewal....for an effective career as worker, citizen, or human being." This book presents timely and comprehensive strategies for change in the proposals outlined. "[These] range from acquainting grade school children with what work and service mean to providing educational renewal opportunities for people approaching retirement...[but it is suggested that] the essential impetus for making these various changes will come only from the development of a comprehensive education-work policy." It is proposed that such a policy and the resultant "larger development and use of the human resource is an increasingly critical element in the continued growth of the society and the economy."

WORK IN AMERICA. Report of a Special Task Force to the Secretary of Health, Education and Welfare
James O'Toole (Chairman)
Cambridge, Mass: MIT Press, 1973

WORK AND THE QUALITY OF LIFE: RESOURCE PAPERS FOR WORK IN AMERICA
Cambridge, Mass: MIT Press, 1974

Work in America, the report of a special task force to the Secretary of Health, Education and Welfare discusses work

as it relates to the quality of life in America. Arriving at a definition of work that is multi-dimensional and recognizes "an activity that produces something of value for other people" as "work", the report includes an exploration of the functions of work and changing attitudes toward work. Also, included are discussions of the problems of American workers; advantages and obstacles to redesigning jobs to improve the quality of working life; the relationship of work to health; education and/or retraining as relevant to work and job mobility; federal work strategies for full employment; and finally case studies in the humanization of work.

Work and the Quality of Life, or volume two of Work in America contains a number of Resource Papers by leaders from business, labor, government, and academia that provide more data and continue the momentum of Work in America. Again the issues of quantity and quality of work are shown to have much relevance to quality of life and consequently rate considerable attention and effort for improvement.

MDTA: FOUNDATION OF FEDERAL MANPOWER POLICY
Garth L. Mangum
Baltimore: The Johns Hopkins Press, 1968

A DECADE OF MANPOWER DEVELOPMENT AND TRAINING
Garth L. Mangum and John Walsh
Salt Lake City: Olumpus Publ. Co, 1973

CETA: DECENTRALIZATION ON TRIAL
Bonnie Snedeker and David M. Snedeker
Salt Lake City: Olympus Publ. Co, 1978

MDTA: Foundation of Federal Manpower Policy represents a case study of the legislative and administrative history of the Manpower and Development Training Act of 1962. "/The/ book has two objectives: (1) to trace the policymaking processes by which MDTA has taken on its present shape, and (2) to evaluate as objectively as possible the successes and failures, benefits and shortcomings, of the /act/." Concluding the book is an exploration of basic continuing issues affecting the future of MDTA.

A Decade of Manpower Development and Training presents the MDTA program in retrospect. Representing a summary of the results of numerous evaluations of various aspects of MDTA, this book provides data on the outcomes of MDTA training; MDTA training institutions; impact of MDTA on the labor market; and contributions of MDTA to training policy.

CETA: Decentralization on Trial discusses CETA as reform legislation. "From the Manpower Development and Training Act of 1962, the Economic Opportunity Act of 1964, Title VII of

the Civil Rights Act of the same year, and amendments to those acts and to the Social Security Act in 1967 had emanated some seventeen separate categorical programs, each with its own federal administration, its own funding procedures and eligibility requirements, and its own state or local counterpart agency." CETA resulted from the need to decentralize, decategorize, and consolidate and has implications for all human services categorical problems. The book presents the transition to CETA, examines the issues still remaining and the new ones emerging and concludes that CETA "can function as a crucial part of long-term labor market policy, /as/ it has the distinctive ability to adjust quickly to changing employment conditions and population needs."

CAREER EDUCATION AND THE COMPREHENSIVE EMPLOYMENT AND TRAINING ACT
Garth L. Mangum
U.S. Office of Career Education.
Washington, D.C.: U.S. Govt. Printing Office, 1978

"/From a review/ of the role of youth in pre-CETA manpower programs, in CETA to 1977, and the options available under

1977-78 law and practice....it may be possible to extract some useful recommendations for linking career education to current youth employment policies for the enrichment of both." Such a review is presented in this report followed by a discussion of the need for CETA and Career Education interface and concluding with the following recommendations to accomplish an interface:

1. A presumed step is introduction of career education into the elementary and secondary schools of those locations, expecially central cities and rural areas, where youth have the most difficulty with their transitions into a successful career start.

2. Stress dropout prevention for in-school youth and reenrollment for recent dropouts but through alternative school programs such as the Career Intern Program and Experience Based Career Education models described earlier.

3. Use work experience programs as vehicles for career exploration, the inculcation of good work habits, and the development of coping skills. See to it that the tasks are challenging and produce a visible output of value to the community. Use only staff who can combine rapport with youth and disciplined productivity. Income is not irrelevant as a purpose of work experience programs but it can be achieved without thwarting the more vital purposes.

4. Attitudes, values, and habits related to work, self confidence, self discipline, problem solving and analytical skills, interpersonal relations and reactions to authority all should

have priority over occupational skills in preparation for employability. Sixteen or more years of negative influence cannot be erased but positive advancements can be. Any program of any type should contain components aimed at reinforcing desired behavior and developing those coping skills.

5. Next to these personal attributes, understanding of the labor market and job search skills are usually the most important determinants of labor market success. They should be taught in every school and program where they cannot be realistically assumed for the students and participants.

6. Careful analysis should precede occupational skill training to determine which occupations are best learned in the classroom, which on the job, and which require no formal preparation. The answer may differ for different population groups but, in general, both frustration and waste are the products of such a mismatch. Individualized and modularized instruction, competency based curriculums, clustered training and open entry-open exit practices have been amply demonstrated as sound practices. However, classroom occupational training should rarely occur for disadvantaged youth without a direct placement tie into a job following training.

7. Every program must carry with it an air of success and assurance. Impressive facilities and positive, self confident staff who believe in their participants chances for success are essential.

8. Even more important than the staff is the nature of the participants. Mark Twain said, "If you want to improve your jails, put better quality people into them." Experience has demonstrated the error of limiting enrollment in any program to the most disadvantaged. There must be a mix which offers positive peer influence and role models.

9. In a decentralized system, these attributes will

not emerge by themselves. The most useful contribution of career education to CETA youth programs would be a career education unit at the national level compulsorily involved with Labor Department policymakers with comparable state and local participation in program planning and administration. Educators have rarely understood labor markets, while those with labor market expertise have rarely understood the complexities of career development. A "shotgun wedding" may not be tranquil but it can be productive.

THE CONCEPT OF COLLABORATION IN CAREER EDUCATION
Kenneth B. Hoyt
Washington, D.C.: U.S. Govt. Printing Office, 1978

Collaboration means shared commitment, responsibility and authority between the formal education and various segments of the broader community. Assumptions basic to this concept are:

1. The term "education" includes much more than "schooling". Many learning opportunities for students exist in the broader community over and beyond those found in the formal system of "schooling".

2. It would be inefficient to try and impossible to succeed in an attempt to incorporate all community learning resources for students within the formal system of Education; i.e., "schooling".

3. The educational needs of today's students cannot be adequately met by the formal system of Education alone. To meet these needs demands that the learning resources of the broader community also be utilized.

4. The prime concern must center around the extent to which learner needs are met, not on which aspect of the community receives "credit" for meeting them.

5. Learners will profit most of various kinds of community learning resources are coordinated with those of the formal Education system in ways that enhance and expand the variety and quality of learning opportunities for each individual.

6. Various forms of community learning resources can best help learners if they join forces, rather than compete, with the formal system of Education. Our common concern for students should be sufficient motivation for doing so.

Career education can be a vehicle for collaboration with benefits measured in terms of "learner outcomes" and "process outcomes." Learner outcomes or benefits to the students can be expected to be as follows:

1. A better understanding of the interdependence of occupations

2. A more diversified set of opportunities for career exploration.

3. Improved attitudes toward work as a valuable part of society.

4. A better understanding and appreciation of relationships between work and total lifestyle patterns.

5. Improved ability to communicate effectively with adult workers.

6. An increased motivation to learn subject matter taught in schools.

7. A more complete and realistic understanding of how a business organization operates.

8. An increased understanding and appreciation of the private enterprise system.

9. A better understanding of ways in which their personal skills and abilities relate to the community's need for workers.

10. A better understanding of the concept of competition in the labor market and stimulation to compete for jobs in the labor market.

11. A better understanding of the variety of career paths followed by adult workers during their working life.

12. An opportunity to use adult workers as role models for career decisionmaking.

In each of these ways, students who have been exposed to a collaborative career education effort can be expected to benefit more than students who have not. It is anticipated that the collaborative effort will greatly enhance the quality of these benefits.

Process outcomes for educators and for the business/labor/industry community can be expected to be as follows:

Benefits to educators

1. Increased effectiveness of students in making the transition from school to work may result in greater community support for Education.

2. Working with the community can help Education better understand and to respond to community needs.

3. A collaborative career education can help members of the broader community gain a greater understanding and appreciation of the problems educators face.

4. A collaborative career education effort can increase public understanding, acceptance, and endorsement of the goals of Education.

5. Using community resources in a collaborative effort can help Education increase its effectiveness without asking for large budget increases.

6. Increased understanding of the occupational society gained through a collaborative effort will provide educators with knowledge and insights useful in better motivating students to learn.

7. The use of community resources, through a collaborative career education effort, can provide variety in the teaching/learning process thus making teaching more meaningful to teachers and learning more meaningful to students.

8. A community collaborative career education effort can provide those educators desiring to become employed in the business/labor/industry community with knowledge and contacts that will be helpful to them.

Benefits to the business/labor/industry community

1. A reduction in alienation of educators toward the nature and goals of the business/labor/industry community.

2. An increase in the quality of youth seeking to enter the occupational society.

3. Public relations benefits through helping both educators and students better understand the social need and desirability for your business.

4. Opportunities for the business/labor/industry community to tell its side of the story without the message being "filtered" through educators who themselves do not understand the private enterprise system.

5. The potential cost benefit ratios resulting from prospects of fewer school=alienated youth, unemployed dropouts, maintenance cost for juvenile delinquents, etc. make a collaborative career education effort a good investment for business and industry.

6. A career education collaborative effort is a good means of encouraging volunteerism aimed at bettering lifestyles of employees.

7. A collaborative career education effort can help a given business get its message across to teachers and students whereas, without this, difficulties in gaining entrance to schools are often encountered.

8. Youth are future voters, stockholders, and employees. Its good business to pay attention to them.

9. A collaborative career education effort makes the expertise of educators available to industry for such purposes as:

   a. Assisting in career planning program efforts

   b. Developing internal career paths for employees

   c. Recruiting youth to meet EEO and affirmative action needs

   d. Sharing new educational technology

   e. Providing lifelong education programs for employees

APPLICATION OF THE CONCEPT OF CAREER EDUCATION TO HIGHER EDUCATION: AN IDEALISTIC MODEL
Kenneth B. Hoyt
Washington, D.C.: Government Printing Office, 1976

The author identifies an unrealistic dichotomy between liberal arts and career education -- two concepts that are quite compatible. He speaks for a more proper emphasis on education as preparation for work and sees this as enhancing and promoting liberal arts education. While higher education is concerned with a number matters shared with the Career Education concept (e.g., open admissions, experiential learning, lifelong learning, recurrent education, career development centers, performance evaluation), still, in combination, they are not synonymous with the Career Education effort. Some concepts that hold special implications for higher education are:

1. The changing relationships between education and work;
2. The meaning of work;
3. The importance of multiple goals;
4. Career Education: a concept, not a program;
5. Career Education as a collaborative effort.

Dr. Hoyt presents an example of an idealistic model for Career Education in higher education. First, he feels there is value in the idea of the Career Education Resource Centers where personnel from admissions, counseling, career development, work experience and work study, and placement come together in a more unified effort to help students. He emphasizes the use also of teaching faculty and community resource persons.

Second, work experience can be "transformed into general education methodology available to all students"; internships may be paid or unpaid and

would include the active involvement of faculty; work study would combine OJT paid work experience and academic instruction. Third, and perhaps the most important aspect of Career Education in higher education concerns the teaching faculty, who would engage in continuing discussions of institutional goals and who would organize the teaching/learning process to contribute to these institutional goals. Infusion of career education concepts into the course content contributes to, and does not detract from, the goals of liberal education. Again he stresses the need for collaborative relationships with community resource persons.

The fourth component of an idealistic model for higher education would provide students with multiple options in the curriculum, provided through a curriculum that is flexible, planful, and purposeful.

COMMUNITY AND JUNIOR COLLEGE
JOURNAL
Vol. 48, 8, May, 1978

This issue of the AACJC journal carries four special Career Education articles and special information concerning CETA. In the first article, Wilson suggests through the title that "Career Education Can Bring Down the Walls". The wall refers to the separation between what needs to be learned into the theoretical and practical, the liberal and the applied, the libertarian and the utilitarian. "The consequences of an obsession with the parts and ignorance of the whole systems are the problems Career Education was invented to solve. The mother of Career Education is the necessity of educators to stop focusing on parts of people, parts of the learning process and parts of what needs to be learned." The walls between education and work can be brought down by Career Education.

In "A Comprehensive Community College Model", Donald and Evans describe the Delaware County (Pennsylvania) Community College involvement in Career Education. Here, all students and faculty are involved in Career Education. The authors suggest eight major components of a Career Education program:

1. Basic academic skills are stressed.
2. Programs are available to help the student to achieve self and career awareness.
3. Programs are competency based.
4. Alternate learning modes are available to meet the individual needs of students.
5. Classroom learning is related to the world of work.
6. Work experience is recognized as an important learning mode.
7. Collaborative relationships exist between community agencies and the college.
8. There is an extensive community-based continuing education program.

Moed indicates that Career Education says the faculty of the institution are concerned with how students use what is learned to explore, plan, select, prepare and pursue a career. In "Introducing Career Education Concepts into the Classroom", he suggests some objectives that are critical to infusing Career Education into course materials:

1. Know the career associated with one's discipline, and/or how the discipline is used by practitioners in different careers.
2. Develop an understanding of the nature of work and work problems.
3. Use career-oriented curricular materials in the classroom.
4. Engage students in the practice of specific liberal arts skills - such as those of observation, analysis and conceptualization.
5. Seek relationships between a student's work experiences and what is taught in the classroom.
6. Engage in a process of departmental self-studies to determine whether the educatinnal objectives of the program are being fulfilled. In career education programs, the faculty must understand the extent to which the program as presently designed, meets the current market needs.
7. Teach techniques that require active and not passive student involvement.

Career Resource Centers are described by Spector and Evans in "Awareness - The Key to Success". They are described as the place where education and work interface.

HUMAN SERVICES EDUCATION AND PRACTICE:
AN ORGANIC MODEL
Joann Chenault
New York: Behavioral Publications, 1975

The human services "Organic Model" proposed would "satisfy community needs for an organic unity. The Organic Model includes all aspects of the human services movement because it is inextricably bound in the total perspective which will hopefully be the essence of this movement as it evolves ...It is a conceptual base that may be used for development, maintenance, and change in services, research, and programs, /and/ is described in stages, representing an evolution from the philosophical to the operational, from the abstract to the concrete, from general to specific... /It/ is process."

The human services Organic Model evolves from a philosophical premise (syntony), to a conceptualization for delivery of programs and services (the Organic Model), to an organizational base for human services operation (the Human Services Center), to a model for programs (Human Services Program - Model), to a model for implementation of human services curricula (the Organic Community), to a model for daily operation of a program curriculum (the Process Curriculum).

The Organic Model suggests that human services professionals in the community will need to learn to deal simultaneously with:

1. Horizontal aspects (across professions, across organizations, across systems, across communities, across states, across institutions, across people, and across areas of social need);
2. Vertical aspects (from paraprofessional to professional, from recipients to providers, from individual citizens to local communities to federal programs);
3. Interrelational aspects (the interrelationships among all of the above -- interrelationships that take on more complex forms than the accumulation of uni- and duo-directional relationships).

CAREER EDUCATION AND HUMAN SERVICES
Joann Chenault
U.S. Office of Education, Washington,
D.C.: U.S. Govt. Printing Office, 1974

The potential for career education in the human services movement is being recognized by many and Hoyt (1974) states that "career education is very much a part of the human services movement that allows for a coordinated effort extending over all age levels, geographic settings, and societal institutions."

Operationally, career education has yet to move into this direction as its activities have not to date become integrated into the total community network of human services, but a trend is beginning in this direction.

Relating to the career education assumptions outlined in the U. S. Office of Education policy paper, Joann Chenault in her monograph on career education suggests the following recommendations for bringing career education and human services together in a more integrated and coordinated effort.

Career education

1. activities should operate from a frame of reference that constitutes an integrated whole whose parts are clearly and consistently related,

2. should continue to broaden its conceptual base to the extent that it can take into account the complex relationships existing in the community--the real arena where career education must succeed and survive,

3. should actualize and operationalize its place in the human services network to be most effective in reaching those who need education, when they need it, how and where they need it,

4. should be a duo-directional activity,

5. as a system, must be conceptualized as part of the community, as one of the human service systems,

6. should concentrate on "hows"--on new mechanisms or ways to integrate career education into the community network,

7. has the potentiality of contributing to general educational reform by demonstrating to other aspects of the formal education system that education can join the human services movement,

8. professionals should recognize to a greater degree the potentiality of human services careers (within the subject matter of career information),

9. should give continuing attention to the development of alternative models and information systems that can be comfortably integrated into the programs of other systems and that aim more actively toward the goal of individuals helping themselves,

10. programs that are integrated with other human service programs should include components that will influence employment restrictions so that job descriptions in human services are broader and more flexible,

11. should specify and make more explicit the ways in which its programs and activities can contribute to increased equal opportunity for disadvantaged and minority groups, and

12. should continue to contribute its special knowledge and skills to human services toward the common goal of improving the quality of all human services, including education.

AMHCA News
Vol. 2, No. 2
October, 1978

HUMAN SERVICES PROFESSIONAL EDUCATION: Future Directions. By Joann Chenault and Fran Burnford. McGraw-Hill, Inc., 1978.

by Colleen Harmon Haffner

If one were to try to identify the single most important message of **Human Services Professional Education: Future Directions**, it would be that human service professionals at all levels — national, state and local — cannot realistically expect people to gain the potential benefits of the human services movement until a national effort is directed toward human services professional education.

In a work whose very structure is reflective of the concepts it puts forth, Chenault and Burnford have developed an important reference work for those engaged in the various capacities of human services, focusing primarily on the education — past, present and future — of human service professionals. In doing so, they have made several unprecedented contributions to the developing human services movement.

Early in this work, the authors grapple with defining human services as a movement, exercising caution by not attempting to reach closure on its parameters before they have been fully explored. They settle on the definition of the human services movement as "the changing characteristics and trends that affect help-giving in its interrelationships across fields and systems — national, state and local; public and private; formal and informal." At a time when many professional groups are preoccupied with defining their boundaries, protecting their territory and holding their own, Chenault and Burnford, along with other leaders of the human services movement, are teasing out of a complex environment the ways and means to go forward, toward human services characterized by systematic intergration; comprehensiveness and accessibility; new definitions of client troubles as problems in living; and accountability of service providers to clients.

Such comprehensive methods of thinking about and delivering services demand new ways of thinking and educating the human service professional, moving beyond categorical training for the preparation of the future human services executive. Contributing writers Baker and Northman characterize this future human services executive as "...a blend of organizational and managerial expertise, political savvy, knowledge concerning the workings of government and professions, and particular skills developed by practice." In other words, the human services executive of the 1980's is a sequel to the clinician-executive typical of the 1960's and 1970's.

The authors are realistic in their assessment that current categorical systems in government, education and elsewhere are serious deterrents to new ways of thinking and acting; and that professionals do not appear to be ready to redefine or abandon their present professional identities within specialized fields. But despite these roadblocks, they provide examples of successful alternatives to the traditional methods of educating human service professionals; and make valuable and bold suggestions for future initiatives by HEW, state/local human service systems and educational leaders to meet the challenge for more comprehensive and relevant education.

Several contributions in **Human Services Professional Education** of particular note are 1) the Human Services Education Report, the first national effort to look at the content of programs that define themselves as human services programs; 2) former HEW official Robert McKenzie's chapter on the search for comprehensiveness in human services; 3) Baker and Northman's look at the future human services executive; and 4) the comprehensive, integrated and innovative information system presented and explained by Mermis at the book's end.

In times characterized by the Carter Administration's efforts to make government responsive to the needs of the people, through such initiatives as government reorganization, zero-based budgeting, and sunset laws, it would seem naive to think that effective service delivery and service integration will not be emerging priorities. **Human Services Professional Education** is an important work for those who see the value in understanding and "moving with" those directions.

FROM COMMUNITY MENTAL HEALTH TO
HUMAN SERVICE IDEOLOGY
Frank Baker
American Journal of Public Health,
1973, Vol. 64, No. 6

The development of mental health programs in the 1950's saw a return to the ideology of humanism and a redefinition of the mental hospitals as a community of persons. Out of this ideology grew the contemporary scene of the 1960's with an innovative community-oriented conceptual approach dominating mental health theory and practice. - "Baker and Schulberg described this new ideological movement in the mental health field as particularly concerned with such issues as professionals assuming responsibility for an entire population rather than an individual patient only; primary prevention of mental illness through the amelioration of harmful environmental conditions; treating patients with the goal of social rehabilitation rather than personality reorganization; comprehensive continuity of care and concern for the mentally ill; and total involvement of both professional and nonprofessional helpers in caring for the mentally ill."

In recent unpublished research the author has found an orientation to human services ideology evolving. This ideology is developing around five general theories -- systemic integration

of services; comprehensiveness and accessibility, client trouble defined as problems in living; generic characteristics of helping activities; and accountability of service providers to clients. It is the author's conclusion "that a more inclusive human service belief system is currently developing among mental health and other community caregivers."

CHALLENGE OF HUMAN SERVICE-PROGRAMS
FOR PSYCHOLOGISTS
Herbert C. Schulberg
American Psychologist, 1972, Vol. 27

While some psychologists are still pondering the intellectual and functional implications of community mental health theory and practice of the 1960's, 1970's are requiring them to expand their conceptual horizons further and broaden their roles to fit into the context of human services systems and programs.

Social psychiatric concepts have become equally relevant as psychoanalytic precepts in structuring clinical services and in staff utilization, and clinicians have found that participation of other community caregivers is necessary to their success. As a result "the practice of consultation [has become] a legitimate

function within mental health centers, and many psychologists quite comfortably fill this role." With the increased community orientation, local citizens are participating more in determining program priorities and even staff training is putting more emphasis on how and where students will be functioning.

"The increasing tendency to designate a community's variety of health and social welfare services as human service organizations reflects not only the desire to provide services more efficiently but also a growing societal as well as professional recognition of the common denominator inherent in the varied problems presented to us by clients."

Demone identified four major alternatives emerging on the community level for providing comprehensive human services. They are the information and referral centers, the diagnostic centers, multiservice centers and human services networks. The latter focuses on building linkages between existing and planned organizations so as to facilitate client service....[recognizing] that in most communities it will not be fiscally or practically feasible for an individual facility to provide by itself all elements of a comprehensive program [and that] some of the services may already be available elsewhere.

It is believed that human services networks will become

increasingly common. These programs will require that psychologists redesign their practice, research and training if they are to remain contemporary and vital.

THE MENTAL HOSPITAL IN THE ERA OF HUMAN SERVICES
Herbert C. Schulberg
Hospital and Community Psychiatry, 1973, Vol. 24

Provision of mental health services in the 1970s differs considerably from that of the 60s Changes are apparent in the conceptualization and the organization of services and in delivery mechanisms. Resulting from these changes is the legitimacy of consultation as a function of mental health agencies, the increased community orientation of clinicians, and the greater involvement of local citizens in determining program priorities The trend is toward recognizing the relationship of the communities' tumultuous social structure and fragmented caregiving systems to a client's problems. Mental health practitioners will have to fit into this broader context of human services or be severely limited.

> "March has described the new human-services systems as incorporating the following administrative features: comprehensiveness, decentralized facilities located in areas of high population density, and integrated program administration to permit, continuity of care from one service element to the next with a minimum of wasted time and duplication."

Mental health programs will need "to forge systemic linkages" with other caregiving agencies to meet the increasing and broader need for services. Efforts to reorganize programs components for efficiency are already apparent indicating a "/recognition/ that human services programs operate as a system of organizations whose participating agencies are interdependent and must be appropriately linked." This and the recognition of the importance of getting the involvement and cooperation of the target community as well as the established professional groups is resulting in the design and operation of human services programs based on the application of systemic concepts.

Program strategies resulting from these changes should be guided by the definition of human problems and their causation and distribution which will also affect the training and selection of personnel. Given the increased complexity and breadth of problems and the diminishing of traditional distinctions between the varied community roles and resources,

it is evident that a variety of conceptual, political, and administrative forces will influence the directions of future human services programs.

With the resulting program trends, " the exigencies of financing, manpower needs, and political pressures [dictating] that existing resources...be used to establish community health programs, it is apparent that mental hospitals will become obsolete or adapt to become a relevant and viable part of the community's human services network."

COMMUNITY HUMAN SERVICE NETWORKS:
NEW ROLES FOR MENTAL HEALTH WORKERS
W. Robert Curtis
Psychiatric Annals, 1973, Vol. 13, No. 7

The expectancy is increasing for the mental health systems to deliver effective services to growing numbers of children, adolescents and adults. Without a corresponding increase in resources, survival will depend on linking with a larger resource system and moving away from the exclusive use of traditional service models that forms inside the individual.

The author suggests that the mental health worker may be in the best position to distinguish between problems to be most effectively resolved by traditional models and those best resolved by designing new human service systems within the community, to focus on the interactions in the social environment.

The present system of human services has three dimensions - state human services, community caregivers, and community citizens. The specialty services delivered in area or regional facilities "might more aptly be described as a non-system, for their outstanding characteristics are duplication, isolation, competition and lack of coordination."

The mental health worker should be valuable in distinguishing between separable services best delivered ~~or~~ on a centralized level and inseparable services focusing on the interactions in the social network. Personnel delivering inseparable services must become integrated into the community and citizens must be encouraged to participate in designing human services. These kinds of relationships will require that the decision-making process occur on the level of the services needed or that decentralization to the community or neighborhood level occur "to involve consumer boards that accurately represent the

community, to unearth the potential resources for human service hidden in each community, to involve citizens and caregivers in meaningful roles within the system, to reach a larger percentage of people experiencing problems and to develop local prevention programs."

As coordinator of the service network, the mental health worker can help design a model for delivering services that insures the integration of services with community caregivers and citizens as equal partners or a model that is truly a human services "system", not a non-system of specialty services.

HUMAN SERVICES: THE CHALLENGE OF THE 1970s
Herbert C. Schulberg, Frank Baker, & Sheldon Roen
In H.C. Schulberg et al. Developments in Human Services, Vol. 1. New York: Behavioral Publications, 1973

Following the changes of the 1960s, and the resulting community mental health theory and practice came the 1970s, promising developments as profound as those preceeding. "This chapter briefly reviews the current array of forces affecting human service activities, the professional's response to the growth of such programs, and

the present efforts to establish human service systems which are conceptually sound, organizationally feasible, fiscally viable, and above all--more effective in meeting people's needs." The 1970s are demanding the design of human service systems that provide comprehensive and coordinated services to clients. Features common to these new caregiving systems will be "comprehensiveness of services; decentralized facilities located in areas of high population density; and integrated program administration."

Effective human services program planning must involve the target community and the professional groups to be affected by the change. Also essential to program strategies are assumptions about problem definition, causation and distribution. With the scarcity of resources it is important that servcices be delivered with a minimum of wasted time and duplication. Some of the systems evolving are the information and referral center, the diagnostic center, multi-service centers and human services networks. The latter is emerging as an approach able to meet the needs of diverse populations. "It is anticipated that categorical programs and facilities will become less common during the coming years and that comprehensive human services endeavors will expand." New fiscal policies at the federal and local levels are encouraging,

if not demanding, professional collaboration and program integration. "During the coming decade human services programs and their affiliates may well be required to redesign their manpower utilization patterns, their training procedures, their operating practices, and their research foci /to remain contemporary and vital/."

HUMAN SERVICES TRENDS IN THE MID-1970s
Harold W. Demone, Jr. and Herbert C. Schulberg
Social Casework, May, 1975

"After many decades of geometric growth and expansion the human services are stabilizing, even contracting in the face of adverse economic conditions. Some of the major forces affecting the present and future of human services are the ideologies and social values of heterogeneous society, the civil rights trends of today, the level of technological sophistication, newly developing administrative practices and changing program patterns.

The ideologies and social values molding human services in

the 1970's are the beliefs concerning equity of care, personal choice, citizen participation, deinstitutionalization, decriminalization, and profit-making. While these beliefs have affected the development of human services, the civil rights trends have collectively altered human services concepts regarding equal protections, privacy and confidentiality, thought control, right to treatment, and protection for human subjects. At the same time the present sophistication of technology has enhanced the standard of human services care, but has sometines required careful balancing of conflicting values as the needs of caregivers and society conflict with those of the client. All these forces become increasingly important as new administrative practices emerge requiring accountability and evaluation techniques, management controls, planning procedures, and unionizations of personnel.

Changing program patterns are emerging to accommodate the ideologies and values, civil rights trends, sophisticated technologies and new administrative practices. Strategies emerging include the concepts of purchase of service, decentralization, care-giving networks, and self-help groups.

NEW CITY GOVERNMENT ROLES IN HUMAN
Robert P. Groberg
National Cities, November, 1971

Basic changes are developing in human resources programs and the roles of federal, state and governments are changing. Welfare reform could result in a federal take-over of cash assistance with states or localities being responsible for the administration of social services. City government roles would be expanded under the proposed Head Start concept to that of child care centers providing increased services to a greater population.

Variations of the Model Cities Program have been proposed to strengthen the role of local government and diminish that of federal government and the debate over the relationship of opportunity programs and city hall is currently active.

HEW is looking at the need for integration of programs for purposes of planning, budgeting and possibly operations, and is considering possible legislation with grant incentives to bring programs together.

States and counties are also wrestling with the need for integration of programs. In view of these coming changes, city officials need to resolve some of the conflicts with county and state, and influence or assume new roles in human resource programs. State leagues of municipalities

can play an important role here in promoting the discussion needed to begin the reconciliation of the differing views of states, counties, and cities.

GENERALISTS IN HUMAN SERVICE SYSTEMS:
THEIR PROBLEMS AND PROSPECTS
Mark R. Yessian and Anthony Broskowski
Social Service Review, 1977, Vol. 51

The emphasis of this article is on a newly evolving class of human services generalists "concerned with the internal integration of human-service organizations, with the interactions among these organizations, and, at bottom, with the responsiveness of the organizations to client needs." Because they deal with a broader universe than individual specialists, /generalists/ are in a better position to see how programs relate to one another, to spot overlaps and duplications, to identify opportunities for coordination, and, at times, to determine the current relevance and effectiveness of individual programs." Usually they are more flexible and responsive to change and better able to examine the human services environment from the perspective of the taxpayer, service recipient, service provider, third party payer, legislator,

program administrator, and policy planner. Generalists can assume the role of broker/facilitator, mediator, integrator/coordinator, general manager, educator, or analyst/evaluator.

Why then do generalists have so little influence presently? The authors suggest the following factors: "(1) Differentiation and specialization are common human responses for coping with complex and not very well understood phenomena; (2) Generalists find it difficult to demonstrate the utility of their contributions; (3) Career rewards go to those who specialize; and (4) Legislators at the federal, state, and local levels are easily induced by the lure of categorical legislation."

What can be done to expand the role and influence of the generalists in the human services environment? To meet this challenge generalists must recognize the realities of their environment and develop an agenda for reform. The realities as viewed by Yessian and Broshowski are: "(1) Generalist-specialist tensions are an inherent part of organizational life; (2) Resources are scarce; and (3) Some headway in generalist directions has been made in recent years. The agenda for reform suggested by the authors contains the following seven parts: "(1) Get to know one another (2) Identify commonalities with other classes of generalists

and pursue closer relationships; (3) Promote a better public understanding of the generalist perspective; (4) Search for better understanding of generalist potential and performance; (5) Promote opportunities for miltidisciplinary human services training; 6) Cultivate organizational settings conducive to generalist perspectives; (7) Serve as effective change agents.

The strength of the generalist perspective, and of the notion of an alliance of generalists, lies in its relevance to these systems and, at bottom, to the overall well-being of service recipients, not in the inherent importance of generalists themselves.

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PART II

A COGNITIVE ROADMAP FOR HIGHER EDUCATION/ CONTINUING EDUCATION/PROFESSIONAL DEVELOPMENT

Professional development can take the form of academic programs in postsecondary/higher education (degree programs, workshops, seminars, courses - credit or noncredit), in-service education programs within educational institutions or community services, continuing education, individual efforts, and any activities that strengthen or broaden the professional's knowledge, understanding, and/or skills. Part II presents a series of major and representative content areas which could provide the knowledge base for professional development of career education and human services professionals.

It would be important for those who use this handbook to be creative in their applications of these materials, for they are not intended to be used solely as "course outlines". Indeed, readers will observe that many, if not all, of the content areas presented contain the source of more than one "academic course". From the point of view of the student/consumer, we warn against the long history and skill of some university professionals to use this information as rhetoric to secure funding and "customers". A fashionable language system is too often used to promote the same programmatic product.

It is our hope that these content areas would not become isolated, uncoordinated, fragmented, course-by-course subjects. However, we do

understand that most of us are limited by our own institution's traditions ; and our programs sometimes must be squeezed into historic structures that are less than ideal.

Contemporary human services professional development represents a cross-fields integration of content knowledge, professional skills, and community-based experience. Human services professional development that follows these directions can be expected to serve five "career" purposes:

1) to increase job mobility across systems;
2) to increase upward mobility within systems;
3) to increase job mobility across communities;
4) to increase qualifications to compete in job market entry;
5) to increase professional competency in present jobs.

An examination of the career benefits and course content suggests a natural relationship between human services and career education. The relevance of human services content for career education professional development becomes apparent from the outlines presented in this section.

Human Service Systems

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The network of systems, levels, and models involved in the delivery of comprehensive human services. Analysis of existing interfaces and the development of newer community-based programs. The relationships between legislation and programs will be studied.

I. General Systems: Description of Conceptual Frameworks

- A. Open systems
- B. Closed systems
- C. Environment and ecology
- D. Integration and differentiation
- E. Systems: organic and dynamic

II. Delivery Systems

- A. Alternate models
  1. Medical-like model
  2. Public health model
  3. Problems-in-living model
  4. Eco-system model
  5. Developmental process model
  6. Inter-organizational field model
  7. Community liaison model
- B. Governmental mechanisms
  1. Federal
  2. State
  3. County
  4. City
  5. Neighborhood
     a. With specified population
     b. Without specified pupulation

III. Human Services Networks

A. History of human services organizations

B. Typology of human services organizations

1. Health

a. Physical
b. Mental
c. Environmental

2. Education

a. Schools
b. Nonschools

3. Welfare

a. Economic
b. Social

4. Legal

a. Courts
b. Corrections

5. Manpower

a. Training
b. Employment

6. Government

a. Representation
b. Change

7. Recreation

a. Self-fulfillment
b. Leisure

8. Religion

a. Organized
b. Informal

IV. What is Community?

A. Conceptual background

1. Community organizations
2. Organization theory
3. Bureaucracy
4. Increased rate of social change
5. Environmental turbulence
6. Adaptation: reactive-proactive
7. Temporary organizations, subsystems, and consortia
8. Networking

B. Planning for change

1. Establishing a base

a. Linking
b. Bridging

2. Induction: change agents
3. Maintenance: stay agents

V. Community Resources

A. Primary and secondary care-givers

B. Constituencies

C. Legislation and program development

1. Proposals and funding
2. Multiple sources and resources
3. Proposed Allied Services Act as a model
4. The Balanced Service System as a model
5. Career education community-based collaboration as a model

VI. New Approaches and Programs in the Field

A. Models

1. General systems and ecology
2. Organizational development
3. Community organization, consumer advocacy and militancy
4. Prevention
5. Community crisis intervention
6. Consultation
7. Training Programs

B. Programs - delivery systems

1. Model cities
2. Health maintenance organizations

3. Comprehensive health planning
4. Community mental health centers
5. MDTA, YOC, NYC, WIN, CETA
6. Community action programs (OEO)
7. Youth services bureaus
8. Legal aid
9. Comprehensive and multi-purpose neighborhood programs
10. Community based corrections (half-way houses, etc.)
11. Child care centers
12. Child advocacy programs
13. Learning centers
14. Recreation programs
15. Schools and churches
16. Rehabilitation agencies
17. Public aid
18. Programs for the aging
19. Alcohol/drug abuse programs
20. Business/industry

VII. The Development and Integration of Comprehensive Human Service Programs

A. Conceptualization

B. Social indicators and social systems analysis

C. Organizational models

D. Collaborative planning

E. Operational base

F. Evaluation

1. Responsibility-accountability
2. Monitoring and checking
3. Contemporary program evaluation models

G. Delivery and continuity of care

VIII. The Present in Relation to the Future

A. Ways of "doing business"

1. Competition
2. Cooperation
3. Collaboration
4. Organic

B. Planning and developing services

1. Constraints: short-term/long term
2. Planning for mutual benefits

IX. Human Services-related Legislation (Examples)

Higher Education Act of 1965	(PL 89-329
Higher Education Admendments of 1968	(PL 90-575
Higher Education Act of 1971 (1976 Amendments)	(PL 94-482
Early Childhood Act of 1976	(PL 94-482
Elementary And Secondary Education Act of 1965	(PL 89-10)
Education Admendments Act of 1974	(PL 93-380
Education of All Handicapped Children Act of 1975	(PL 94-142
Vocational Rehabilitation Admendments of 1968	(PL 90-391
Vocational Rehabilitation Admendments of 1976	(PL 94-230
Vocational Education Admendments of 1968	(PL 90-576
Career Education Incentive Act of 1977	(PL 95-207
Rehabilitation Act of 1973	(PL 93-112
Life-long Learning Act of 1976	(PL 94-482
Developmentally Disabled Assistance and Bill of Rights Act of 1975	(PL 94-103

Emergency Employment Act of 1971	(PL 92-54)
Comprehensive Employment and Training Act of 1973	(PL 93-203)
Admendments of 1974	(PL 93-572)
Admendments of 1976	(PL 94-444)
Youth Employment and Demonstration Project Act of 1977.	(PL 95-93)
Manpower Development and Training Act of 1962 (as amended 1963, 1965, 1966, and 1968)	(PL 87-415)
Juvenile Delinquency Prevention, and Control Act of 1968.	(PL 90-445)
Juvenile Justice and Delinquency Prevention Act of 1974.	(PL 93-415)
Safe Streets Act (as amended) of 1971	(PL 91-644)
Omnibus Crime Control and Safe Streets Act of 1974	(PL 90-351)
Older Americans Act of 1965	(PL 89-73)
Social Security Act: Social Services Amendments of 1974	(PL 93-647)
Intergovernmental Cooperation Act of 1968	(PL 90-577)
Federal Revenue Sharing Act of 1972	(PL 92-512)

Drug Abuse Office and Treatment Act of 1972	(PL 92-255)
Comprehensive Alcohol Abuse and Alcholism Prevention Treatment and Rehabilitation Act Admendments of 1974	(PL 91-616)
Community Mental Health Centers Admendment of 1963	(PL 88-164)
Community Mental Health Centers Admendments of 1975 ?	(PL 94-63)
Comprehensive Health Planning and Public Health Services Admendments of 1966	(PL 89-749)
Occupational Safety and Health Act of 1970	(PL 91-596)
Health Maintenance Organization Act of 1973	(PL 93-222)
National Health Planning and Resources Development Act of 1974	(PL 93-641)
Special Health Revenue Sharing Act of 1975	(PL 94-63)
Housing and Urban Development Act of 1968	(PL 90-448)
Housing and Community Development Act of 1974	(PL 93-383)
Demonstration Cities and Metropolitan Development Act of 1966	(PL 89-754)
Rural Development Act of 1972	(PL 92-419)
Disaster Relief Act of 1974	(PL 93-288)
Economic Opportunity Act of 1964	(PL 88-452)

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Community Mental Health

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Theory and principles of community mental health practice. Conceptual models for the planning, organization, and delivery of comprehensive human services will be studied, examined, and applied.

I. Introduction

A. Defining community

B. Defining mental helath

C. Defining community mental health

D. Community dynamics and mental health

E. Defining problems

1. Diagnosis/description
2. Microscopic/macroscopic
3. Implications of labeling

F. The community mental health worker

II. History of Community Mental Health

A. Legislative

1. Establishment of NIMH: Mental Health Act of 1946
2. Mental Health Study Act, 1955
3. Joint Commission on Mental Illness and Health, 1961
4. President Kennedy: "bold, new approach" message
5. Community Mental Health Centers Act, 1963
6. The (1967 &) 1970 amendments to the CMHCA
7. Comprehensive Health Planning Act
8. Federal revenue-sharing (1973)
9. Health Maintenance Organizations (1973)
10. Allied Services Act of 1974 (Proposed)
11. Community Mental Health Amendments of 1975
12. Health Planning and Resource Development Act of 1974
13. President's Commission on Mental Health (1978)
14. Other

B. Developmental perspective

1. Two basic service systems

a. Asylums/state hospitals
b. Child guidance clinics

2. Moral treatment
3. Custodial care
4. Therapeutic milieu
5. Community mental health centers
6. Population-based services

a. Problem centers (neighborhood and regional)
b. Multi-service centers
c. Health maintenance organizations
d. Human service consortia

C. Recurring themes

III. Basic Community Mental Health Models

A. (Baker-Schulberg)

1. Psychiatric medical practice model
2. Human services model
3. Comprehensive health services model

B. (Pasewark-Rardin)

1. Person-focused models

a. The medical model
b. Ego development and emergence models
c. Behavior modification and social modeling

2. Population-focused models

a. Public health model
b. Sociological model

C. (Schulberg)

1. The medical-like model
2. The public health model
3. The problems-in-living model

2. Models of practice

a. Public health practice models

1. Epidemiology
2. Planning and logistics
3. Catchment areas
4. Populations at risk
5. Concepts and strategies of prevention

a. primary
b. secondary
c. tertiary

b. The medical practice or doctor-patient model
c. The ecological systems model
d. Model of shared professional domains

E. (Levenson)

1. Community mental health: Forms of organization

a. The center in a general hospital
b. The multiple agency center
c. The center in a state hospital
d. The independent center
e. The center in a private practice setting

2. Community mental health: Comprehensive services

a. Preventive
b. Diagnostic
c. Therapeutic
d. Rehabilitative
e. Continuity of care

IV. Basic Tools of Community Mental Health

A. General systems theory

1. Conceptual maps to understand
2. Compasses to navigate

B. Crisis theory

C. Anticipatory guidance

D. Therapy and counseling (individual/group)

E. Information and education

F. Consultation

G. Development of caregiving support system groups

H. Crisis intervention programs

I. Community crisis intervention

J. In-service training and continuing education

K. Community organization

L. Organizational development

V. Organizing a Community Mental Health Center

A. Conceptual and organizational model to be used

1. Manpower utilization
2. Staffing patterns
3. Continuity of care

B. Demographic data

C. Epidemiological information

1. Incidence
2. Prevalence

D. Exploring, assessing, and describing needs, priorities, appropriateness, readiness, etc.

E. "Creating proximity"

F. Decreasing cognitive disssonance

G. Salience and feasibility

H. Obtaining and maintaining sanction

I. Bridging and linking

J. Developing community-based program

VI. The Practice of Community Mental Health

A. A primary set of basic services

1. Inpatient services
2. Outpatient services
3. Partial hospitalization
4. Emergency care
5. Consultation and education

B. A second set of basic services (continued)

6. Diagnositc services
7. Rehabilitative services
8. Pre-care and after-care services
9. Training programs
10. Research and evaluation

C. Delivery of services

1. Disciplines
2. Education/training
3. Professional/Paraprofessional/nonprofessional
4. Direct/indirect services
5. Intramural/extramural
6. Ecological

   a. Developing networks of human service organizations within the community
   b. Organization and delivery of integrated comprehensive human services to defined populations - the "catchment area" concept/population-based public health

VII. The Human Services Network: Integrated and Comprehensive

A. Building relationships with component parts

1. Interpersonal
2. Professionals
3. Nonprofessionals
4. Political
5. Sociological
6. Institutional
7. Programmatic
8. Administrative
9. Economic
10. Legislative

B. Ecological and inter-organizational: Functional interfaces with other elements of the human services network

1. Multiple funding bases and categorical grants (bloc grants)
2. Collaborative and comprehensive planning

3. Program agreements
4. Organizational arrangements
5. Administration and mangement
6. Information systems and evaluation

C. Citizen involvement and participation

1. Community organization and development
2. Citizen task forces
3. Citizen boards
4. Citizen representation of the many and varied communities/ democratic pluralism (Alinsky, Ross, Nader)
5. Providers, gatekeepers, primary caregivers, consumers

D. Next steps: Where to from here?

1. Community mental health ideology
2. Human services ideology

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General Systems Theory

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The study of general systems theory including concepts, principles, definitions. Relationships and implications will be identified for information, general understanding and knowledge development. Applications to human services will be made.

I. Contemporary Systems Theory

- A. The General Systems Movement
- B. Systems Theory and Academic Disciplines
- C. The Concept of Syntony
- D. The Concept of Unified Science
- E. The Concept of Synergy
- F. The Concept of Homeostasis
- G. An Organic Model for Human Services

II. Defining Systems Theory

- A. Closed Systems
- B. Open Systems
- C. Environment/ecology
- D. Boundaries
  1. Permeable/impermeable
  2. Transactions/exchanges
  3. Mediation
  4. Linkages
  5. Boundary spanning
  6. Interface relationships
- E. Input/throughput/output cycle
- F. Feedback Loops
- G. Systems Levels
  1. Macro-level/micro-level
  2. Subsystems
  3. Components
  4. Elements
  5. Units
  6. Parts

H. Systems Contexts

1. Supra systems
2. Eco-systems
3. Socio-technical systems
4. Organic living systems

III. Conceptual Considerations for General Systems Thinking

A. Dynamic
B. Interdependence
C. Differentiation/integration
D. Adaptation/equilibrium
E. Centralization/decentralization
F. Turbulence
G. Process Feedback
H. Integrality
I. Interorganizational Field
J. Causal Texture
K. Proactive/reactive
L. Counterintuitive Consequences
M. Interaction

IV. The Basis of Systems Analysis

A. Systems definition: "A system is simply the structure or organization of an orderly whole, clearly showing the interrelations of the parts to each other and to the whole itself." (Silvern, 1972)

B. Systems Criteria (Packard & Fuhriman, 1973)

1. There must be a structure or organization.
2. The structure or organization must be conceptualized as a whole.
3. The whole must be orderly.
4. The whole must have parts.
5. Parts can be shown clearly relating to each other.
6. Parts can be shown clearly relating to the whole.

C. Systems Analysis

1. Epistemological level
2. Knowledge/information level
3. Policy level
4. Service level

V. Systems Approaches for Human Services

A. Intra/intersystems relationships
B. Systems development
C. Systems Change
D. Systems Maintenance
E. Field of Forces
F. Integration of Interorganizational Networks

VI. General Systems Theory: Past/Present/Future

A. Bertalanffy
B. Boulding
C. Emery and Trist
D. Miller
E. Kuhn
F. Fuller
G. Laszlo
H. Baker

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PUBLIC AFFAIRS: POLICY DEVELOPMENT AND ADMINISTRATION

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I. Background and Overview

- A. The Traditions of Democracy
- B. The Constitution and the Public Interest
- C. The Legislative Process: Congress in Action
  - 1. Committee organization and action
  - 2. Authorization/appropriations processes
  - 3. Committee hearings
  - 4. Legislative politics
- D. The Executive Branch
  - 1. The Presidency
  - 2. The bureaucracy
    - a. organization and operations
    - b. red tape
    - c. structural, organizational, and administrative problems
    - d. the administration of policy
- E. Justice and the Courts
  - 1. Judicial policymaking
  - 2. Social programs and justice
- F. Interrelationships in the Federal Structure and Operations
  - 1. Behind-the-scenes actors
    - a. Congressional staffs, liaisons, unofficial officials, and others
    - b. Linking: politics and necessity
  - 2. Inter-system/interorganization issues, problems, and change
- G. The Federal System
  - 1. Federalism and public policy
  - 2. The New Federalism
    - a. decentralization, regionalism, revenue sharing, accountability and other characteristics
    - b. new directions
- H. The Party System, Political Parties, and Social Change
- I. State Government: Formulation and Administration of Policy
- J. Municipal Governments and Public Policy
- K. Public Affairs and the Human Services Movement
  - 1. Health care problems, welfare reform, crisis in criminal justice, the New Environmentalism, leisure services, and other human service concerns
  - 2. Integration, coordination, collaboration, and other human service concepts

II. Foundations in Theory

A. Classical and Contemporary Theories
   1. Socio-political theory
   2. Economic theory
   3. Administrative theory
   4. Personality/behavior theory
   5. Communications theory

B. Synthesis, Integration, and Reconceptualization of Theory for Public Policy and Administration
   1. Considerations of personal and cultural values, ethics, morality
   2. Issues and problems in the American political system
      a. elitism
      b. apathy
      c. pluralism
      d. representativeness
      e. responsibility
      f. participation
      g. capitalism
      h. responsiveness
      i. education

III. Policy Development

A. Social Change: A Comprehensive Approach
   1. The policy environment
   2. The economics of social change
   3. Social indicators
   4. The public/private myth
   5. Pluralism and planning
   6. Policy analysis

B. The Policy Development Process
   1. Models
   2. Decision theory and priorities
   3. The juggling of conflicting interests
   4. Grass roots and grass routes

C. National Planning and the Future

IV. The Citizen in Public Affairs and Public Policy

A. The Representative System

B. Citizen Boards, Commissions, Councils
   1. Fulfilling the purposes of co-optation, pacification, and expansion of support bases of government agencies
   2. Education of members for participation

C. Meaningful Citizen Participation: The Effectiveness of Public Education for Active Citizenship

D. Public Opinion and Interest Groups
   1. Mass media
   2. Community and national networks
   3. Public policy and private power
   4. Group pressure and group action
   5. Lobbying and its influence
   6. Advocates and Adversaries: combat and negotiation

V. The Administration of Public Policy

A. Federal, State, City/County Agencies and Their Social Purposes
B. Legislative Oversight, Regulatory Commissions, and Citizen Councils
C. Interagency Jurisdiction, Duplication of Mission, Competition, and Conflict
D. Linking and Networking
E. Community Relations and Community Development
F. Federal Policy, State Government, and City Management
G. Local Power, Politics, and the Implementation of Federal/State Policy
H. Professionals as Public Employees
   1. Education and the public interest
   2. Professionalism, elitism, and control in public bureaucracies
   3. The administration of public higher education

VI. The Management of Public Agencies

A. Public Organizations
   1. Theories, concepts, models
   2. Human resources
      a. Staff development
      b. Career education
      c. Civil service concepts and reform
      d. Merit systems, career professionals, and the political appointment system
      e. Collective bargaining and public unions
   3. Organizational ecology, environments, climates
   4. Organizational structures and processes
      a. matrix organizational design
      b. delegation, decentralization, and other problems
   5. Interorganizational processes
      a. contracts and working agreements
      b. competitive vs. collaborative models

B. The Public Manager
   1. Historical evolution of administrative tradition
   2. Administrative decision theory
   3. Leadership models and roles
   4. Control, authority, responsibility
   5. Systems approaches to management science
   6. Public personnel administration
   7. The planning function
   8. Crisis management
   9. Human resource development and administration

10. Information and change
    a. management information systems
    b. MBO
    c. the change/stay agent
11. Financial management
    a. accountability, multiple funding, reallocation
    b. program development and evaluation
12. Urban planning and city management
13. Group process models
14. Supervision
15. Communications/human relations
16. The community context of management
17. Technology
18. Legal issues in service delivery

VII. Policy Evaluation Processes

A. Evaluation Research
B. Evaluating Social Policy and Impact
    1. Research strategies
    2. Evaluating organizations, administrators, public servants
        a. criteria, measurement, and analysis
        b. performance measurements
            1) PERT
            2) function and dysfunction
        c. data processing systems
        d. information systems
    3. Program evaluation and process/output models
    4. Technology of policy evaluation

VIII. The Financing of Government

A. The Budget and Economics
B. The Budgetary Process
    1. Office of the Budget (Congress)
    2. OMB (Executive)
    3. Appropriations committees
    4. Impoundment
C. Budget Reform
D. State/Municipal Government and Agency Budgeting
    1. Concepts, processes, and strategies
    2. Human services movement and program budgeting, zero-base budgeting, and economic support bases

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The Community: Organization and Development for Human Services

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Theory and principles of community organization and community development will be examined with implications for human services. Relationships will be studied from a social, economic and political perspective and related to planning and policy.

I. Community Types

A. Community by location/territory

1. Rural communities

a. Demographic characteristics
b. Sociocultural characteristics

2. Urban communities

a. Demographic characteristics
b. Sociocultural characteristics - social systems and interactions
c. Systems

B. Community as a web of relationships (Nisbet)

1. Psychocultural emphasis
2. Belongingness
3. Vertical associations

II. Theories of Community

A. Human ecology movement (Chicago-Park and others)
Spatial organization: growth dynamics

B. Constructed-type theories of community
(Tonnies, MacIver, Zimmerman (localistic/cosmopolitian), Redfield (folk-urban, disorganization, secularizing, individualizing), Hillery, Warren (community autonomy)

C. Social system theory

1. Community structure
2. Community interaction patterns
3. Interrelatedness in social systems (Warren)
4. Boundary maintenance

D. Functional approach (Merton, etc.)

1. Functional requisites
2. Functional alternatives
3. Manifest and latent function
4. Functional areas

a. Government
b. Economics
c. Education
d. Religion
e. Health
f. Culture and Recreation
g. Protection
h. Transportation
i. Legal
j. Communication systems

E. Community action theory (Holland, Kaufman, Warren and others)

1. Types of community action (Poplin)

a. Spontaneous community action
b. Routinized community action
c. Initiated community action

2. Types of community leadership

a. Institutional, grass roots, power elite (Dahl and others)
b. Types of influential (Merton)
c. Horizontal and vertical axis concepts (Warren)
d. Class of power structures (Agger and others)

3. Participation

III. Communities and Change

A. Types of change

1. Unplanned/evolution (Mumford)

2. Planned community change

a. City planning (other related planning literature)
b. Community organization (Warren, Ross) through the organization and institutions of a community

(1.) Pursuing specific and limited objectives
(2.) Coordination-strengthening already existing agencies
(3.) Fostering public involvement in solving problems/ improving services
(4.) Relationship of community organization to social planning (regional/state/national levels)

c. community action/community development

(1.) Consumerism
(2.) Client population and their organization

B. Rate of change

C. Strategies for change (Warren, Klein and others)

1. Organizational
2. Developmental
3. Community-related

D. Stimulants to change (Foster, and others)

E. Deterrents to change

1. Values and attitudes
2. Structural deterrents
3. Group-related deterrents (communications)
4. Authority-related deterrents
5. Economic deterrents
6. Goals deterrents

IV. Communities and the Larger Scope

A. Relationship to regional/state planning and systems

B. Relationship to national planning and priorities

C. Relationship to policy analysis and development

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Introduction to Organizational Development

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Analysis of organizational theory and function. Comparison of organization/management models for achieving efficiency and effectiveness. The nature of change and the processes for change will serve as a basis for the study of human service organizations.

I. Organizational Development (OD)

A. An overview of the nature of OD

1. Definition of OD and its function within the organizational setting
2. Basic assumptions underlying OD: assumptions about individuals, work, individual and organizational goals, and the work environment.
3. Fundamental considerations for OD: change and its consequences: resistances to change; people as resources and people as persons; work as a means, work as an end and work as a means and as an end; relationships between work and leisure; implications for career education.

B. Background concepts for OD

1. General systems theory
2. Organizational theory
3. Bureaucracy
4. Line-Staff
5. Theory X and Theory Y

II. Psychological Factors in Organizational Behavior

A. Individual development

1. Hierarchy of human needs
2. Theories of personality, learning, human motivation and perception
3. Consideration of role behaviors and role conflicts

B. Career Development

C. The organization as a community

1. Intraorganizational/Interorganizational processes
2. The ecology of "interfaces" - linking and bridging; adaptation, coping, revitalization and renewal

III. The impact of formal organizations: structural factors in organizational Behavior

A. The nature of the organization and its implications for management orientations

1. Some general characteristics about the organizational structure of organizations
2. The management hierarchy: its advantages and disadvantages.
3. The establishment of managerial controls for organizational effectiveness.

B. The formal structures of various types of organizations

1. Mental health and health care systems
2. Corrections facilities
3. The school system as an organization

IV. The impact of informal organizations: social factors in organizational behavior

A. Informal organization and the individual

1. The development of the informal organization and the emergence of social norms
2. Informal status systems, job attitudes and behavior expectations
3. Interpersonal conflict and conflict resolution
4. Competition, cooperation and collaboration

B. The small group

1. The formation, development, and functioning of the small group
2. Group influence on individual behavior: identification, communication and discipline
3. Intergroup conflict and conflict resolution (unfreezing and homeostasis)
4. Small group processes: interpersonal and intrapersonal
5. Temporary task forces for exploration, planning, problem solving and implementation

C. Review of behavioral science conceptual models for studying organizational systems and subsystems

1. Small group dynamics
2. Intergroup/work-group interaction
3. Socio-technical systems
4. Total organizational environment and milieu
5. Psychological "climates" for growth and satisfaction
6. Humanistic organizations

V. Organizational Development: A Technique for Change

A. The functional processes of OD

1. Objectives of typical OD programs
2. OD technology: strategy, confrontation, facilitation and implementation
3. The consultation process

   a. The consultant's role as a "change agent"
   b. The consultant's role as a "stay agent"

4. Principles of community organization

B. Some issues in the planning and implementation of OD programs

1. Clarifying client's expectations, reservations and barriers for change
2. Establishing effective relations between the consultant and the client system: intervention theory
3. Defining and clarifying client system's problems in context
4. Formulating plans for developmental change (understandings, agreements and contracts)
5. Applying OD technologies as process, structure and outcome

   a. Organic change
   b. In-service training
   c. Continuing education
   d. Crisis theory and crisis intervention
   e. Accountability and feedback
   f. Research and evaluation

6. "To OD or not to OD - that is <u>not</u> the question"

VI. New Directions

A. Organizational effectiveness

B. Integrating OD and community development

C. Variations of work and incentive models

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Prevention in Human Services

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A study of issues and problems associated with the development associated with the development of human service prevention programs. Basic concepts, procedures, and implications for service delivery with a special emphasis on network development.

I. Types of Prevention
   - A. Primary
   - B. Secondary
   - C. Tertiary

II. Definitions and Descriptions
   - A. Lindemann
   - B. Caplan
   - C. Zax & Cowan
   - D. Roberts
   - E. Bower
   - F. Bloom
   - G. Karno & Schwartz
   - H. Wagenfeld
   - I. Schulberg & Sheldon

III. Basic Concepts
   - A. General systems theory

B. Epidemiology

C. Long term resources

1. Physical
2. Psychosocial
3. Sociocultural

D. Social indicators

IV. Prevention and Service Delivery

A. Population oriented models for prevention

1. Individual development by successive adjustments model
2. Metabolic or nutritional model
3. Social disintegration model
4. Educational, socialization, or effective participation model
5. Public health model

B. Population oriented models for service delivery

1. Ecological networks of services
2. Multi-service centers
3. Development of support systems
4. Designing therapeutic milieus

V. Implications and Foci for Prevention Programs and Strategies in general

A. Strengthening existing resources
B. Enhancing life at each developmental stage
C. Preventive focus on a specific negative outcome
D. System change
E. Positive health (mental) promotion

VI. Procedures for Prevention Programs

1. Various types of consultation
2. Anticipatory guidance
3. Various types of crisis interventions
4. Various educational approaches in general
5. Self-help groups
6. Influencing social policy and planning

VII. Issues

A. Barriers to primary prevention

1. Definitional problems
2. Systemic complexity
3. Difficulties of demonstration
4. Lack of constituent demand

B. Economic factors

1. Marginal cost of primary prevention vs. marginal cost of secondary and tertiary prevention
2. Cost/benefit ratios for society

C. Organization and community change

1. Professional ideology
2. Agency and program tradition
3. Citizen involvement (needs, attitudes, expectations, wants, priorities)
4. System modifications
5. Community alternatives
6. Re-arrangements of services within the delivery system
7. Development of linkages of the human services within the community network

D. Implications for training and practice

VIII. Program Development and Program Evaluation

A. Programmatic areas
B. Programmatic examples

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Crisis Intervention and Support Systems

by

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The role of the primary care-giver will be examined in relation to the development of personal and programmatic human support systems for the delivery of helpful interventions during times of crisis at the individual, family, organizational, and community levels.

I. Concepts of Crisis

A. Definitions from authors in the field

1. Rapoport
2. Darbonne
3. McGee
4. Bloom
5. Schulberg

B. Needs/problems/stress interplay

C. Crisis classifications

1. Developmental

a. Internal
b. Exogenous

2. Accidental

a. External

D. Crisis characterists

1. Time
2. Behavior
3. Subjective aspects
4. Tension
5. Perception

E. Phases

1. Initial
2. Increased tension/failure
3. Tension peaks/novel coping

F. Coping

1. Adaptive
2. Maladaptive

G. Influencing factors

1. Past experiences
2. Perceptions
3. Situational vs. chronic
4. Sociocultural
5. Family
6. Friends
7. Significant others
8. Community
9. National

H. Probability factors of crisis

1. Occurrence
2. Exposure
3. Vulnerability - "high risk"
4. Formula

I. Probability findings

1. Greater objective severity
2. Past coping
3. Abilities (real or imagined)

II. Crisis Theory

A. Historical underlying influences

1. Freud
2. Hartman
3. Rado
4. Erickson

B. Direct influences

1. Franz Alexander
2. Bowlby

5. Needs of individual
6. Supports of individual

    a. Enduring
    b. Short-term
    c. Commonality of enduring and short-term support

        1. Significant others

            a. Mobilize
            b. Share tasks
            c. Provide resources and guidance

7. Support systems in community operation

C. Community network of support systems

1. Spontaneous or natural

    a. Familial
    b. Community "informal caregivers"

        1. Generalists
        2. Specialists
        3. Characteristics and rationale for utilization

V. Community Mental Health and Crisis Intervention

A. Levels of prevention

1. Primary prevention

    a. Reducing severity of crisis

        1. Identify crisis producing situations
        2. Modify environment

    b. Services to foster health coping

        1. Strengthening crisis coping
        2. Ensuring that communities provide pro-help during crisis
        3. Timing
        4. Family orientation
        5. Avoiding dependency
        6. Fostering mastery
        7. Outside supports
        8. Goals
        9. Education of caregivers
        10. Mental health consultation
        11. Education of informal caregivers
        12. Personal preparation through education
        13. Anticipatory guidance

B. Crisis Model

1. Short-term focus on transitional or accidental crisis
2. Modification of current influences
3. Opportunity for improving future mental health
4. Susceptibility to influence
5. Relation to levels of primary and tertiary prevention

C. Population models

1. Individual development by successive adjustments
2. Birth/death/time continuum

D. Comparisons of emergency services in community mental health

VI. The Ecology of Crisis Interventions and Human Services

A. Levels

1. Individual
2. Family
3. Organizational
4. Community

B. Areas of possibilities (including "developmental" and "accidental" types for primary care-givers)

1. New-life experiences ("the unknown")
2. Pregnancy - parenthood
3. Marriage - divorce
4. Suicide prevention
5. Drug and alcohol
6. Child abuse
7. Rape and other sexual deviations
8. Accidents, disasters, catastrophes
9. Major transitions and abrupt change
10. Beginning school and changing schools
11. Moving and relocation
12. Employment and unemployment (including underemployment and overemployment)
13. Hospitalization and medical-surgical procedures
14. Sickness (acute, chronic, terminal)
15. Aging
16. Death (dying and bereavement)
17. General stress experiences, failures, set-backs, etc.

C. Related topics

1. The nonprofessional movement

2. Professional ideology
3. Training and education
4. Economic and political considerations
5. How problems are defined and by whom
6. Development of appropriate delivery systems

D. Relationship(s) of crisis intervention services and the delivery of comprehensive and integrated services through community-based networks.

1. "Fitting" problems to services
2. "Fitting" services to problems

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The Paraprofessional in Human Services

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The paraprofessional movement in human services and its relationship to the "new professionalism". Role and function will be studied as they relate to new career development and manpower utilization. Issues and problems of nonprofessional activity.

I. Professionalism and paraprofessionalism: Who, What, Why, Where, When, How Much? (Positive/Negative Aspects)

   A. Defining professional

   B. Defining paraprofessional

   C. Defining nonprofessional

   D. Defining subprofessional

   E. Variables affecting role(s) and function(s)

      1. Proximity and availability
      2. Life style
      3. Relatedness and connectedness
      4. Practical experience
      5. "Moxie" and know-how
      6. Empathy and rapport
      7. Trust and credibility
      8. Skill

   F. Basic issues involved in professionalism and nonprofessionalism

      1. Superior-subordinate
      2. Expert-amateur
      3. Education-training
      4. Treatment-problem solving
      5. Line-staff and/or chief-Indian
      6. Responsibility-accountability
      7. Elective-involuntary
      8. Input-thruput-output

II. Dilemmas of Professionalism

A. Professionals as "nonprofessional"

B. Nonprofessionals as "professionals"

C. Professional nonprofessionals: The "new professionalism"

D. Relatedness of the paraprofessional movement to career education

E. Credentializing: University - field

1. Competence
2. Membership and sanction
3. Quantity/quality control

III. The paraprofessional: Revolution and Evolution

A. Human service systems for paraprofessionals, e.g.

education (schools)	government (public aid, veterans administration, social security, etc.)
health	
law (courts)	employment and manpower
corrections	urban and housing
mental health	rural
mental retardation	religion (churches)
recreation	business and industry
rehabilitation	transportation
military	social service agencies
day-care centers	extended care and nursing homes

B. Paraprofessionals in human services, e.g.

expediter	paramedical & paralegal personnel
teacher aide	community organizer
counselor aide	community worker
child care aide	outreach worker ("human link")
broker	community mental health paraprofessional
advocate	therapeutic agent
facilitator	boundary spanner
ombudsman	cottage parents

C. Nonprofessionals as therapeutic agents

D. Nonprofessionals as community helpers and community enablers

E. Nonprofessionals and self-help groups.

F. Peer counseling

G. Helpers and new career development: training programs

IV. General Systems Analysis: Services in Relationship to Helping

A. Human services manpower analysis: supply and demand

B. The economics and politics of professionalism

C. Professional turf and organizational territoriality

D. Consumer constituencies

1. Formal (legislative)
2. Informal (personal advocates and need)

E. The nature of the helping contract

1. Unilateral helping
2. Mutual helping

F. Continuity and delivery of help

V. Current Practices and Future Directions

A. Manpower utilization and personal satisfaction

1. Models
2. Settings
3. Job descriptions
4. Career ladders/lattices
5. Continuing growth and development through education and training

a. Personal-society
b. Professional-nonprofessional
c. Organization-community

B. A joint enterprise: provider-consumer partnerships

1. Internal collaboration and consultation
2. Training models (interdisciplinary, multidisciplinary, organic, other)
3. Specialist, generalist, and team

VI. Issues and Problems

A. Paraprofessionals, professionals, recipients: Uniquenesses and interrelationships

B. Organizational arrangements and delivery systems

1. Information systems
2. Program development
3. Program monitoring
4. Program evaluation
5. Accountability

C. Volunteerism: An outdated concept?

D. Future directions

1. Comprehensive and integrated human service networks
2. Multi-service centers: Health maintenance organizations
3. Community-based alternatives
4. Allied services act, career education, new careers
5. Intra-professional & inter-professional "division of labor"
6. "Equal but not the same"
7. Related movements: Black, Chicano, Indian, Women, Youth (students), common cause (Gardner, consumer groups (Nader), free schools, etc.
8. Other

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Consultation: Theory and Practice

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Theory, principles and procedures of the consultation process. Consideration of various models of consultation for the exchange of learning and mental health/human services information based on consultee need. Implications for education and in-service training, organizational development, and delivery of human services.

I. Conceptual background: The consultative process

1. General systems theory as a framework for consultation
2. The community: education and mental health
3. The ecology of learning and mental health
4. Resources and strategies for prevention models
   - A. Primary
   - B. Secondary
   - C. Tertiary
5. Crisis theory and crisis intervention

II. Consultation as an interpersonal and intrapersonal process

1. Principles of learning and modeling
2. Principles of communication and feedback
3. Principles of group dynamics
4. Comparison and differentiation between helping relationships
   - A. Consultation
   - B. Counseling
   - C. Psychotherapy
   - D. Co-ordination

E. Collaboration
F. Supervision
G. Administration
H. Teaching

5. Various classifications of consultation models

A. Medical Developmental-Educational, Public Health
B. Process, Psychodynamic, Behavioral
C. Interaction, Case, Consultee
D. Other

III. Developmental steps in the consultation process

1. Relationship and rapport building

2. Description and delineation of consultee need(s) and/or request(s)

3. Consultative exchanges

4. Closure and follow-up

IV. Types of consultation: definition and description

1. Client-centered case consultation

2. Consultee-centered case consultation

3. Program-centered administrative consultation

4. Consultee-centered administrative consultation

5. Process consultation

6. Interaction consultation

7. Peer consultation

8. Interface consultation

V. The practice of consultation: procedures applied to actual situations

1. Consultation with other professionals

2. Consultation with community agencies and programs

3. Consultation with mental health, school and agency "boards"

4. Consultation with citizen groups

5. Consultation with parents

6. Consultation with paraprofessionals

7. Consultation in small groups

VI. Developing a consultation program

1. Entry and sanction

2. The consultation contract

   A. Organizational level
   B. Programmatic level
   C. Individual consultee level

3. The consultation report

4. Evaluation and follow-up

   A. Consultation program(s)
   B. Consultation procedure(s)

VII. The comprehensive human services network: Consultation and education

1. The planning and implementation of change

   A. Linking and bridging
   B. Ways of going into business
   C. Ways of doing business
   D. Ways of staying in business
   E. Ways of going out of business

2. Consultation and organizational development

3. Consultation and in-service training

4. Community crisis intervention

5. Consultation with new, temporary and/or developing organizations

6. Team consultation to complex organizations and systems

VIII. Consultation: The Future

1. New models

2. New procedures and techniques

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Program Evaluation in Human Services

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Various models and strategies for the appraisal and assessment of need, inputs, impact and direction in human service programs. Integration of research skills, data utilization and program development with an emphasis on practical applications.

I. Overview of Program Evaluation

- A. Why evaluation?
- B. General definitions in program evaluation
- C. Methodological considerations
- D. Research and development
- E. Evaluation and administration
- F. Issues in evaluation
  1. Uses and abuses
  2. Context of evaluation (Community, Organization, Program)
- G. Applications of evaluation
  1. Assessment (incl. needs, priorities, etc.)
  2. Monitoring
  3. Feedback (inputs - thruputs - outputs)
  4. Organizational development
- H. Program evaluation - NOT another Panacea

II. General Definitons in Program Evaluation

- A. Systems evaluation
- B. Goal oriented evaluation
- C. Process versus outcome research
- D. Field studies
- E. Experimental studies
- F. Laboratory studies
- G. Computer simulations

III. Methodological considerations in program evaluation

A. The research process (Provus Model)

B. Identifying researchable questions

C. Establishing objectives

1. Systems reserach objectives
2. Goal-oriented objectives
3. Logical order of objectives
4. Assumptions underlying objectives

D. Evaluation criteria

1. Process outcome and other types of criteria
2. Criteria selection process
3. Multiple criteria
4. The "criterion problem"

E. Validity in evaluation

1. External
2. Internal

F. Uniformity myths and evaluation

1. Quantitative/qualitative differences
2. Meaningful differences

G. Approaches to evaluation

1. Sampling
2. Generalization
3. Independent and dependent variables
4. Reliability
5. Validity

H. Selected research designs

1. One-shot case study
2. One-group pretest - posttest design
3. Static group comparison
4. Pretest - posttest control group design
5. Solomon four-group design
6. Posttest-only control group design
7. Other
8. Positive and negative features of each design
9. When to use design
10. Information yielded by each design

I. Additional designs for system evaluation

1. Multiple regression analyses
2. Computer simulations
3. Others

J. Factors involved in selecting the type of evaluation tool(s)

K. Differential effects in evaluation

IV. Research and Development

A. Basic activities

1. The process of involvement for program evaluation
2. Community organization
3. Organizational development

B. Demographic descriptions and analyses

C. Epidemiology and epidemiological strategies

D. Social indicators

1. Various models
2. Micro-data / Macro-data
3. Quality of life indexes

V. Evaluation and administration

A. Problems in carrying out evaluation

1. Administrative-evaluative relationships
2. Staff and evaluation
3. Collection of data
4. Inside versus outside evaluation

B. General areas of resistance

C. Overcoming resistances to evaluation

D. Cost considerations in evaluation

E. Information systems for feedback of research data

F. Computer usage

G. Utilizing evaluation data

1. Goal-attainment model
2. System model

H. Program evaluation and decision-making

VI. Applications of evaluation

A. Writing the grant proposal

1. Sources of funds (legislation, foundations, private & community)
2. Identifying the problem
3. Stating the problem
4. Reviewing the literature
5. Method sections
6. Implications sections
7. Budget (line/program)
8. Time line
9. Vitae and supporting materials

B. On-sight evaluation

C. Other

VII. Selected other topics in program evaluation

A. Human experimentation - guidelines and ethics

B. Confidentiality in data reporting

C. Invasion of privacy (individual and group)

D. Uses of "confederates"

E. Uses of questionnaires, surveys, etc.

F. Social indicators

G. Zero-base budgeting

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CONCLUSION

In a recent interview, Dr. Hoyt (Dateline/Junior Achievement, summer, 1978) described career education in the following comprehensive way:

> Career education can be described as the total effort of the formal education system and the broader community to help everyone - both youth and adults - better understand and capitalize on the changing relationships between education and work... It is important to understand that in career education, the four letter word "work" includes unpaid work - that is, voluntary work, productive use of leisure time, the unpaid work of the fulltime homemaker, and the school work of the student - in addition to paid employment. Career education seeks to make work - paid or unpaid - a meaningful part of the American lifestyle. This goal should apply equally to all people of this nation: high school dropouts and college graduates, males and females, the mentally handicapped and the intellectually gifted, the rich and the poor.
>
> Career education focuses on learning for a purpose, rather than learning for the sake of learning. When students see the connection between what they are being asked to learn in school and the useful purpose to which that knowledge may later be applied, their motivation to acquire knowledge increases immensely.

Human services education has been defined as:

> "those programs that contribute to the education of human services personnel [including career educators] through learning experiences and subject content that are integrated across community systems." (Chenault & Mermis, 1976)

As the connections between education and work in the context of human services continue to be identified and described, and their relationships evolve, American higher education will be required to seriously address "the educational significance of the future" (Shane, 1973; Daedalus, 1974; Mayhew, 1977; Newman, 1974; Schein, 1972; Toffler, 1974).

The professional issues have been delineated for review and the challenges have been sounded for the attention of higher education personnel as well as for practitioners of most, if not all, disciplines in a variety of human service settings (Chenault & Burnford, 1978; Burnford & Chenault, 1978; Dörken, 1976; Iscoe, Bloom, & Spielberger, 1977; Litz and Edelson, 1970).

The human resources in postsecondary education become a vital link between education and practice (Folger, 1970; Sikes, Schlesinger & Seashore, 1974; Walton, 1972). For the purposes of this monograph the field of counseling should be singled out for special consideration (Armor, 1969; Amos and Williams, 1972; Goodyear, 1976; Lewis and Lewis, 1977). This consideration should further highlight an historical perspective of counseling with respect to both career education (Davis, 1969) and human services-career education (Chenault, 1974; Chenault & Mermis, 1976).

Further, a contemporary and enlightened perspective on continuing education (Jones, 1975; Lauffer, 1977), training and development (Laird, 1978), and staff development (Lauffer and Sturdevant, 1978) will be required in order to be equal to the challenge we are presented as the complexities of being helpful continue to grow. A central aspect of this challenge is a realistic understanding of adult education and the adult learner (Knowles, 1970, 1973) as we attempt to remain worthy of our various professional titles.

As discussed elsewhere (Mermis, 1978) the information and knowledge

upon which we base our various professional and academic strategies will be crucial to our ability to respond in meaningful ways to both career education (Hoyt, 1978) and human services (Chenault, 1978).

We must give careful attention to the issues and recommendations which both of these national directions have presented us. The Career Education Incentive Act appears to be modest when it states:

> Sec. 11. (a) The Commissioner is authorized to arrange by way of grant, contract, or other arrangement with institutions of higher education, public agencies and nonprofit private organizations for the conduct of postsecondary educational career demonstration projects which --
>
> (1) may have national significance or be of special value in promoting the field of career education in postsecondary educational programs, ...

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